

Spring 2-26-1986

## Senate Meeting February 26, 1986

Academic Senate  
*Illinois State University*

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## ACADEMIC SENATE MINUTES

February 26, 1986

Volume XVII, No. 11

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Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate)

February 26, 1986

Volume XVII, No. 11

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:05 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Mr. Parr called the roll and declared a quorum present.

Approval of the Minutes of February 12, 1986

Mr. Belknap had changes on Page 5 of the February 12, 1986 Minutes:  
V. D. items 4. and 5. had a change listed on Revision 1:  
4. "Section V.F." the word section had been added  
5. "Section V.A." the word section had been added; also add: "8"

Also, Item V. F. had been changed from V. E. to V. F.

XVII-78

Ms. Wertheimer moved to approve the minutes of February 12, 1986 as corrected (Second, Powell). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz had no comments.

Vice Chairperson's Remarks

Mr. Ferry announced results of the Student Body Board of Directors' election: Student Body President, Kevin Ritter; Vice President, Jim Bailey. Fourteen senators had been elected from the ACT party; with two senators being elected from the BEARS party. These Senators would be seated at the April 16th Academic Senate meeting.

Student Body President's Remarks

Mr. Neff congratulated the students that had won the elections. The new President of the Student Body Board of Directors would be taking over March 20 or 23.

Administrators' Remarks

Mr. Watkins had an excused absence.

Mr. Strand announced that the President was entertaining a Chinese delegation at his home this evening.

He announced that Wednesday, March 12, during Spring Break Milner Library would be closed for Illinois Power Company to do repairs.

Mr. Gamsky reported the recommendations that would be forwarded to the Board of Regents Staff on student fees. These could change between now and the March Board of Regents meeting. There would be no increase in the Athletic and General Services fee; no increase in the Bone Student Center/Braden Auditorium fee; no increase in the General Activity fee; no increase in the Student Health Service fee; no increase in the University Arena fee; no increase in the University's parking decal fee. Recommendations were submitted for a \$1.25 per student per semester increase in Talent Grant fee; an increase in the Recreation and Athletic Facilities fee of \$3.00 per semester; and a \$35.00 per semester increase in room and board rates in residence halls.

Mr. Mohr asked if there was a \$1.00 decrease in the student activity fee. Mr. Gamsky replied "no". Support for talent grants from the Student Activity Fee has been in the process of being phased out. Some thought it inappropriate to provide student funds for Talent Grants. Rather than increase student activity fees, the assessment was identified as Talent Grant money.

#### ACTION ITEM

#### Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2)

Mr. Belknap presented Revision #2 of the Ad Hoc Committee Report on Financial Exigency Procedures. Committee members included: Larry Belknap; Douglas Delong; Patrick O'Rourke; Kyle Sessions; Mack Bowen; and Harvey Zeidenstein.

Mr. Belknap explained that the committee had met after the last Senate meeting to consider suggestions made by senators. The results were changes shown in Revision #2. The underlined portions of Revision #2 were changes that had been made.

- I. "an employee" They replaced the word appellant with the word "employee" throughout the document.
  - IV. "who may participate" referring to the advisor  
added sentence: "The employee's advisor shall not be a licensed attorney."
  - V. D. 4. Added item 4: "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee."
- This changed the numbering of 4, 5, 6, and 7.
- V. F. Added sentence: "The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.E. 2-3."

Mr. Belknap moved approval of the Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2) (Second, Zeidenstein).

XVII-80

Mr. Goldstein offered a freindly amendment to IV. Right to Advisor: Addition of: "allow a non-participating observer who is a licensed attorney". \*(withdrawn)

Mr. Belknap asked if the person would be in attendance at the two-person hearing panel.

Mr. Delong commented that there was no place in the document that states a limit on the number of people that the employee can bring to the hearing panel. This is unlike the Academic Freedom document which does limit specifically the number of persons in attendance. There is no reference to observers. He assumed that an attorney could be an observer and that an employee could request a recess to confer with such an observer.

Mr. Goldstein withdrew his request for a friendly amendment.

Mr. Moran asked why an employee's advisor could not be a licensed attorney.

Mr. Belknap replied that the two person hearing panel that would be appointed might be at a disadvantage in feeling as if they would have to come up with an attorney. Students could be on the panel, and would not care to be involved with a legal matter that involved attorneys.

Mr. Moran thought it would be feasible, practical, and beneficial for an employee to have a licensed attorney to at least sit in as an observer, and possibly advise him as to what would be a good course of action.

Mr. Zeidenstein stated that Mr. Delong's comments addressed this situation, and also that there was nothing in the document that precludes a licensed attorney from being a non-participating observer. The rational for this included reasons stated at the last Senate meeting. If there is a participating attorney for the employee, then it may well be that the University administration would ask for a lawyer. Two lawyers present might be twice as bad as one. The fact-finding function of the two-member committee might be left out and legal arguments take over. In theory, the purpose of the two-member hearing panel is to look for facts and see if the proper process has been followed. Section V. B. states what the purview of the committee is: "limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case..." The committee felt that there was no need for attorneys.

Mr. Moran asked if an attorney could sit in and observe.

Mr. Zeidenstein said "yes". Nothing in this document precludes that. Section C. states "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." A lawyer is not prevented from observing. The committee could adopt other procedures which did leave out attorneys.

Mr. Goldstein referred to D. 4. "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee. He thought this statement did not fit in here. It should be moved.

- XVII-81 Mr. Goldstein moved that V. D. 4. on Revision 2 to below D; and create a new item E. "Structure of the Hearing Panel" with D. 4. as E. 1.  
"The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee." Then re-letter E. to F. and F. to G. Add Item E. 2.  
The employee may exercise one pre-emptory challenge of the appointment of members of the hearing panel. (Second, Lorber).

Ms. Roof asked if licensed attorneys were precluded from serving on the Financial Exigency Committee. Mr. Zeidenstein answered, "no". Ms. Roof asked if another line could be added that stated: licensed attorneys can not serve on the Financial Exigency Review Committee. Mr. Zeidenstein said this would not be consistent. A person serving on the committee would not be acting in a legal status.

- XVII-82 Mr. Zeidenstein moved a friendly amendment that V.D. 4. not be moved, but that the words "Ensure that" be added at the beginning of the present Item D. 4.  
(withdrawn later).

Mr. David Strand stated that if a challenge were incorporated in the procedures, then provision should be made for the University to also have the right to one pre-emptory challenge of the appointment of members of the hearing panel.

- XVII-83 Mr. Strand moved that the words "The University or the employee" shall be added to the Item E. 2. amendment, as a friendly amendment. (Accepted).

Mr. Spence pointed out that the appointments to the committee are made by the President of the University. It would not necessarily be clear that the University needed a challenge.

Mr. Strand said this should be considered, but would not be used in a court of law.

Mr. Goldstein thought this would be like impeaching one's own witness.

Mr. Strand stated that while the President made the appointments to the committee, if he had a limited number of names in the pool of choices, he does not have an opportunity to screen the committee appointees.

Mr. Goldstein accepted the friendly amendment. Mr. Lorber as second, also accepted.

- XVII-84 Mr. Shulman suggested the use of and/or. "The employee and/or the University".  
Mr. Goldstein thought or would be sufficient.

Mr. Ken Strand asked for clarification as to which friendly amendment we were talking about.

Mr. Zeidenstein withdrew his friendly amendment.

- XVII-85 Mr. Shulman persisted that the words and/or should be used. Goldstein agreed.  
Mr. Lorber suggested using the word "Both" at the beginning of the sentence.  
(Accepted).

Mr. Belknap thought that Mr. Zeidenstein's suggestion of adding the words "Ensure that" to the front of D. F. should be considered.

Mr. Goldstein thought there was a need for his amendment.

XVII-86 Mr. Madore called the question. (Second, Mottram). Motion carried by a 2/3 majority. One negative vote.

(XVII-81) Vote on the Goldstein Amendment. Motion carried on a voice vote.

"E. Structure of the Hearing Panel

1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel."

Relettering of F. and G.

Mr. Spence responded to Mr. Delongs previous comments. He pointed out that in Item V. C. "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." These rules are created by the committee itself. The committee can decide not to have attorneys present as observers. Moreover, even if they were allowed, there is nothing in this document which allows a participant to request a recess to consult with such an attorney. He felt that if the Senate wished to allow an attorney present as an observer, and the employee the right to consult with such an observer, it should be clearly spelled out in the document in Article V. C.

Mr. Ken Strand supported this statement. He suggested another amendment.

XVII-87 Mr. Spence moved the following friendly amendment: Add to Article IV.: "a licensed attorney may be present as a non-participating observer."

XVII-88 Mr. Mottram suggested re-wording the amendment: Add to V. C.: "although a licensed attorney may be present as a non-participating observer and may consult with the employee during recesses in the hearing." (Second, Strand)

XVII-89 Mr. Zeidenstein offered his own amendment as a substitute for the one on the floor: Add to V. C. "However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses." (Second, Ken Strand).

Mr. Mottram had no problem with Mr. Zeidenstein's substitute amendment. He withdrew his motion. He suggested adding: "Recess time shall be provided for the purpose of consultation with attorneys."

Mr. Zeidenstein asked how many recesses is not specified. Someone could ask for a recess every five or ten minutes with that kind of wording. The question should be left up to members of the hearing panel.

Mr. Mottram withdrew his amendment in favor of Mr. Zeidenstein's amendment. Mr. Ken Strand agreed as seconder.

XVII-89

Mr. Zeidenstein's substitute motion carried on a voice vote.

Mr. Spence saw ambiguity in Section V. A. "The President shall appoint members to a thirteen member Financial Exigency Review Committee."  
Does the President choose these members from a pool, or simple rubber stamp the six members recommended by the Academic Senate?

Mr. Zeidenstein said as he read the document, the President approves the six faculty members recommended by the Academic Senate.

Mr. Mohr did not think the first sentence of V. A. was necessary.

Mr. Belknap said this could be a matter of due process. It is rather clearly written how the persons are chosen. This document was brought forth from a previous committee.

Mr. Spence said the language was not carefully worded. In one instance it speaks of "a" committee and in another "the" committee. He thought it might come to a question of legality. How is this committee constituted. He thought the first sentence of V. A should be deleted.  
Mr. Strand said that this document had stemmed from the original Financial Exigency Committee which was a standing committee advisory to the President. He thought the original committee had tried to be consistent with the original document.

Mr. Shulman saw no problem. The president could veto membership if he was unhappy with it.

Mr. Zeidenstein said the wording was consistent with the original document: "The Financial Exigency Committee is a standing committee, advisory to the President in the processes of identification and declaration of financial exigency, and the implementation of these Financial Exigency Procedures. It has nine members: One student and two faculty members of the Academic Senate Budget Committee, including the chairperson of that committee; etc..."  
Nothing in the document stipulates that the President shall appoint these members. He thought that the first sentence of V. A. should be deleted.

XVII-90

Mr. Mottram moved that the Section V. A. read: "The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:" (Second, Spence). Motion carried on a voice vote.

(XVII-79)

Vote to approve Financial Exigency Appeal Procedures as amended carried on a voice vote.

Mr. David Strand asked that this be noted as a unanimous vote; and that a copy of the final document be distributed to the Senate, separate from the minutes of the meeting.

## INFORMATION ITEMS

### College of Business Bylaws

Mr. Shulman, Chairperson Rules Committee, presented the College of Business Bylaws as an information item. The Rules Committee recommended this document. There were no questions.

### Proposed Changes in the ASPT Document

Mr. Spence, Chairperson of the Faculty Affairs Committee, presented the Proposed Changes in the ASPT Document. He stated that the proposals reflect an on-going process that has been going on for about a year. It began with an Ad Hoc Committee created by the Senate, then was sent to the University Review Committee, and from there went to the Faculty Affairs Committee. Copies have been provided of all the recommendations. He suggested on behalf of the Faculty Affairs Committee that these changes be approved as a package. It was regarded as a compromise between various conflicting points of view, and it would be a great disservice to try to divide it up and vote on any particular portion separately or in isolation.

Mr. Madore questioned Section IV. B. on the first page: "The CFSC shall inform the DFSC in writing of any actions taken." This did not seem to fit.

Mr. Spence said there were a number of possible actions described in this article. In the second sentence, the CFSC would review persons recommended for tenure. The CFSC has the obligation to endorse the DFSC's decision or make an alternate recommendation. The CFSC has the duty to review the DFSC recommendations regarding the distribution of salary allocation money, and DFSC recommendations for distributing salary equity money. In any case where the CFSC takes action, it is expected of them to inform the DFSC in writing.

Mr. Madore felt that this essential item in the middle of all the other parts added to his confusion.

Mr. Goldstein had a question on the additional funds used for salary increments. Was there any discussion in the committee about faculty members determining distribution of these funds as well as due process.

Mr. Spence asked if he meant funds outside of the ASPT system.

Mr. Goldstein referred to X. C. "Personal service funds, other than the salary increase funds defined in X.A.1., may be utilized as supplemental salary increases for individual faculty members covered by the ASPT system. The Dean, with prior approval of the affected department's DFSC, shall recommend such salary increases to the Provost. Half of such increases shall come from the department's salary equity funds allocated under article V.F." He was concerned about equity funds outside the ASPT process.

Mr. Spence said he probably meant X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." The wording here means that whatever the appropriated amount of money by the State Legislature for salary increases for faculty, must be distributed through the ASPT process. If there is other money determined



by the Provost, that money is to be distributed outside of the ASPT process. That money is outside of the system. There are no safeguards.

Mr. Goldstein asked if there were money distributed outside of the ASPT process, was there any means for discussion or control of those funds.

Mr. Schmaltz pointed out the statement in X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." That implies that it would be a "category of faculty" and not based on likes or dislikes.

Mr. Spence said there had always been money available outside the system. Last year money was distributed outside the ASPT system from variance money that was created by internal processes. What is new about the language in Article X. A. 1., is that it is very specific in requiring all the appropriated money to flow through the ASPT process. Two years ago that did not happen. Money that was appropriated by the state legislature did not all go through the ASPT process. Some was skimmed off the top and distributed according to market equity procedures that created quite a controversy.

Mr. Kirchner asked if the purpose of X.A.1. was to see that all the money appropriated went through the ASPT process, then why does X.A.2. start out with "After deducting designated funds for University-wide equity adjustments..." This seemed to him a contradiction.

Mr. Spence replied that it was not a contradiction. The ASPT document allows the University Review Committee to conduct university-wide equity adjustments. There are very explicit procedures set forth in the ASPT document, Art. II. D.

Ms. Ann Elder, for the University Review Committee, explained that the ASPT document Article II. D. provides that: "However, the URC shall develop an appropriate equity distribution plan, which shall be approved by the faculty members of the Academic Senate prior to implementation." This is quite different from market equity adjustments. It has been two years since this process has taken place.

Mr. Spence referred to a sheet that had been distributed to senators at their places this evening, "Exceptional Merit Money - Faculty Ratios 1982 - 1984". This relates to Article X. B. 10. b. "Each year after the DFSC makes its merit decisions, it will determine the percentages of its salary increase funds to be allocated to the various merit categories subject to the following two restrictions. (i) No salary increment shall be provided to individuals who receive insufficient performance ratings. (ii) For each 1% of the faculty placed in the exceptional merit category, a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." This is a breakdown by department (33 departments) for the latest three years for which data was available. The sheet shows the number of departments whose ratio falls within indicated ranges. The figure .25 is a very middle figure, whereas the figure .5 suggested by the URC was extremely high.

Mr. Lesch asked what would happen in years where the CTI was .5% to .7%. If it was felt by individual DFSC's that everyone would have to get CTI, what effect would .5% have on this.

Mr. Spence said that this rule would preclude a department from distributing money equally, on an equal percentage basis, unless it chose to rate everyone in the department as meritorius or less. This mandates that if you categorize someone as having exceptional merit, there must be a minimum financial award consistent with that rating.

Mr. Schmaltz asked about X. A. 1. "Nothing in this article shall preclude the addressing of salary inequities in a manner directed by the Board of Regents or Board of Higher Education." He asked for an example of this.

Mr. Spence cited an example from the December 6th University Report that the Board of Regents Salary Hike Proposal which intended to take ISU from the bottom 25% of the salary range into the top 25% within an eight year period. This is an example of a salary proposal. The Board is concerned that our salaries are lowest at the full professor level, less low at the associate professor level, and not so bad at the assistant professor level. The Board would probably direct that more of the money be used for full professors than for associates, and more for associates than assistants. This is an example of a salary scheme that may be recommended to us by the Board of Regents.

Mr. Schmaltz said that as a member of JUAC, he was present when this report was presented. In practicality, they are a long way from coming up with the money. At this point they seem to be a long way from having a specific package stating how to spend the money.

Mr. Spence said the Board of Regents and the Illinois Board of Higher Education are superior to our ASPT system, and if they want to tell us how to spend the money they have every right to do so.

Mr. Belknap referred to X. B. 10. b. on the 0.25%: "a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." It was mentioned that the URC recommended .5%. What is this percentage now?

Mr. Spence said there is no requirement at all in the present document.

#### ISU Constitution Change Proposed by the Rules Committee (2.18.86.1)

Mr. Shulman presented a proposed change in the ISU Constitution that the Rules Committee was recommending. This change was requested by the Executive Committee to clear up a discrepancy between the Senate Bylaws and the ISU Constitution.

He quoted from the March 17, 1982 (Volume XIII, No. 12, page 11) Minutes of the Academic Senate: "Bylaws Amendment on Faculty Voting Eligibility in Senate Elections. Mr. Shulman, Rules Committee chairperson, introduced this item: Add a new section (i) to Article 3.1, Election of Faculty Representatives to the Academic Senate: '(i) Only full time faculty with the rank of Instructor, Assistant Professor, Associate Professor, and Professor shall be eligible to vote in Senate elections.' Passage of this amendment would clean up the election process which now permitted faculty on 10% appointment and faculty assistants to vote in Senate elections. Those with part-time administrative appointments would not be eliminated. Under the constitution those with faculty rank are eligible to vote." (Information Item).

This bylaw was passed as an action item on March 31, 1982 (Academic Senate Minutes, Volume XII, No. 13, page 6). It was passed with a 2/3 vote.

The Rules Committee has amended V. B. 1. in the constitution:

"Full time faculty members with the rank of instructor, assistant professor, associate professor and professor shall be eligible to vote in the election of faculty representatives to the Academic Senate. Students in good standing shall be eligible to vote in the election of student representatives to the Academic Senate."

Mr. Goldstein asked for an explanation of "students in good standing".

Mr. Shulman said this phrase had been inserted to coincide with another bylaw of the senate that stated that students must be "in good standing". This referred to students in good academic standing and not on social probation.

Mr. Schmaltz asked how the actual Senate Bylaw read?

Mr. Shulman quoted from the Senate Bylaws, Article III. 3.3.c.: "Student representatives must be full-time students in good academic standing and not on disciplinary probation."

Mr. Schmaltz was concerned that the new amendment read "students in good standing". He did not think this referred to students not being eligible to vote if they were not in good standing. He understood this to mean that students needed to be "in good academic standing and not on disciplinary probation" in order to serve as senators.

Mr. Shulman said he talked with Dr. Quane and that this would be understood.

Mr. Ferry said a student could vote in the elections as long as they possessed a valid Illinois State University I.D. Anyone could vote, whether on probation or in poor academic standing. This implies that a student on academic or disciplinary probation would not be permitted to vote.

Mr. Schmaltz recalled that the Senate Bylaw said a student must be in good standing to be a member of the Senate, not to vote in Senate elections.

Mr. Shulman read from page 11 of the Senate Bylaws: "3.3. (f) Constituencies: Voter eligibility shall be that prescribed by the Constitution, Article V, Section 1B." The constitution defines "Students -- Any person admitted to the University who is currently enrolled for University academic credit shall be defined as a student."

Mr. Prachar said there would be no practical way of determining what students would be available to vote. Perhaps a list would be published listing those ineligible to vote. He thought it inappropriate to release this type of information to other students. As it is now, a student with a valid I.D. can vote.

Mr. Spence thought this seemed to be infeasible. Mr. Shulman said the Committee would consider a friendly amendment. Mr. Schmaltz said the Rules Committee should reconsider the wording; because it would have to be worded so that the ruling could be enforced.

Academic Calendars (1987-1991)

Mr. Nelsen of the Administrative Affairs Committee said that senators had been presented with a set of calendars for 1987-1991. In addition, a blue sheet for 1989-1990 had been distributed this evening. This sheet had a correction for Thanksgiving Vacation. These calendars were developed by the Administrative Affairs Committee during the past year. The guidelines have been included for reference data for reviewing the calendars.

Mr. Lesch was concerned about the varying times that grades were due: sometimes at noon, sometimes at 9:00 a.m., sometimes at 5:00 p.m.

Mr. Nelsen stated that in the Fall semesters the committee tried to get the date as close to the winter shutdown as they could; and that meant a 12 noon due date for grades. This meant there would be an opportunity to round up the missing grades before the shutdown began. In the Spring semester they had tried to allow more flexibility. However, in 1988 they were backed up against the 15th of May deadline which is at the end of the contract for faculty members. That time was as far as they could go into the Spring semester and still be on contract. Informally, it has been indicated that grades could come in later; but it would be inappropriate to publish a date that goes beyond the contract time.

Mr. Lesch urged the committee to reconsider and bring the times into conformity

Mr. Nelsen said this could be done, but in the Spring semester it would remove approximately one-half day from the calendar. Difficulties might arise in the semesters that end on the 15th of the month. We could not go until the 16th; and would have to remove one-half day from the expectations of grades. We could change all the times to 5:00 p.m. The time could be published as noon on the 1990 calendar; but it would be to the advantage of the faculty to go to 5:00 p.m.

Mr. Moran was concerned about Guideline #6: "Instructional activities may be scheduled to compensate for the loss of teaching time during the Martin Luther King Day, Memorial Day and July 4 breaks." He asked that this be defined; when can these activities be rescheduled.

Mr. Nelsen stated that the Guidelines had been adopted by the Senate last October, and the University is officially closed on those dates.

Mr. Moran asked if Guideline #6 allows for a professor to schedule classes on an official school holiday where the University is shut down.

Mr. Nelsen suggested that the appropriate office to contact on this would be the Provost Office. The University is officially closed on those days.

Mr. Zeidenstein asked about the "\* All Monday night only classes will meet for 160 minutes." statement at the bottom of each calendar. What did the asterisk refer to?

Mr. Nelsen said this was a word processing error--There are 15 Monday night classes on those days. The asterisk refers to all Monday night classes with only fourteen meeting days.

Mr. Shulman did not understand the double asterisk on the memorandum.  
"\*\*\* T/R classes in Fall semester have one extra meeting."

Mr. Nelsen said this referred to the three fall semesters indicated where one extra Thursday meeting will be held. The most intelligible way to convey this message was to say: "\*\*\*T/R classes in Fall semester have one extra meeting."

Mr. Spence asked to be reminded about the effective date of faculty contracts -- is it August 15th? He presumed that in the 1987 Fall Semester Calendar, the registration date on August 15 would have no mandated faculty involvement in registration on that day.

Mr. Nelsen replied that there would be no mandated faculty involvement.

Mr. Lesch asked if the faculty contract amount of days would change.

Mr. Nelsen said the faculty contracts stay the same.

#### Committee Reports

Academic Affairs Committee - Ms. Balbach had no report.

Administrative Affairs Committee - Mr. Nelsen reported that the Administrative Affairs Committee is continuing to examine the "Evaluation of Administrators". One question has been answered by the URC and the committee is awaiting the answer to another question.

Budget Committee - Mr. Sessions had no report.

Faculty Affairs Committee - Mr. Spence had no report.

Rules Committee - Mr. Shulman announced a meeting after Senate adjournment.

Student Affairs Committee - Ms. Wertheimer had no report.

#### Communications

Mr. Moran addressed a question to the Provost. He would like to see if we could get some understanding on Calendar Guideline #6, as to what the ruling is on whether or not faculty members are allowed to schedule classes on the official school holidays. Also, whether or not faculty can schedule classes during the one-week Spring break. One of his classes, an extension class at ICC (tuition paid to ISU) will meet during Spring break, and also met on the Martin Luther King holiday.

Mr. Strand said he was not present during the fall when the guidelines were passed. He would confer with Jeff Chinn in his office about this situation. There are problems with off-campus classes, that do not occur with regular classes.

Mr. Thiel asked Mr. Harden if the costs for energy savings on the Library could be made available. Mr. Harden said this would be possible.

Mr. Nelsen announced that Jeff Chinn had announced a meeting of the winter shutdown committee on March 7 at 2:30 p.m. in Hovey 301 to try to address the problems of closing facilities during breaks.

XVII-91 Mr. Thiel moved to adjourn (Second, Powell). Motion carried on a voice vote.  
Academic Senate meeting adjourned at 9:15 p.m.

FOR THE ACADEMIC SENATE  
JAMES T. PARR, SECRETARY

Volume No. XVII      No. 11

[illegible]



## FINANCIAL EXIGENCY APPEAL PROCEDURES

### ILLINOIS STATE UNIVERSITY

#### AD HOC COMMITTEE REVISION

(APPROVED BY THE ACADEMIC SENATE 2/26/86)

#### I. Right to Hearing

An employee who has been notified that he/she is being placed on layoff status or has been terminated because of financial exigency shall be entitled to have his/her case reviewed by the University's Financial Exigency Review Committee (FERC).

#### II. Provision of Notice

An employee seeking a review of his/her layoff or termination decision must file a written request for a hearing with the Vice President and Provost within fifteen working days after receipt of notification of layoff or termination. The FERC Chairperson should also receive a copy of the written request.

#### III. Form of Notice

An employee making a request for a review hearing shall clearly set forth the basis upon which the request is made. The FERC Chairperson shall be available to the employee for consultation about hearing procedural matters only.

#### IV. Right to Advisor

An employee shall be entitled to the assistance of an advisor who may participate at any hearing. The employee's advisor shall not be a licensed attorney.

#### V. Financial Exigency Review Committee

A. The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:

1. Six tenured faculty members recommended by the Academic Senate;
2. Two members recommended by the Administrative/Professional Council;
3. Two members recommended by the Civil Service Council;
4. Two students, one of whom shall be the Illinois State University Student Regents; the other President of the Student Body Board of Directors, or their appointed designees;
5. One member selected by the President;
6. The Committee shall elect its Chairperson from the Committee's membership;
7. Each governance group shall be responsible for determining that its appointees are willing and eligible to serve.

8. No individual may serve who has served on the Financial Exigency Committee within the past five years, or who has been designated for layoff or termination status.
  9. No committee member shall serve on a hearing panel with jurisdiction over a case involving a member of his/her department or fiscal unit.
- B. The purview of the committee shall be limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case of the affected employee(s). The committee shall not review the decision to declare a financial exigency or the decisions of what university fiscal units were negatively affected by reductions in financial or programmatic support.
- C. Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee. However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses.
- D. The chairperson of the committee shall:
1. Schedule meetings of the committee;
  2. Preside over committee meetings;
  3. Establish two-member hearing panels from the twelve members of the committee (the chairperson shall not serve on a hearing panel) and circulate the report(s) of the panel to the entire committee;
  4. Prepare a written report summarizing the committee's actions or Hearing Panel's recommendations as required by Section V.F.;
  5. Request that the President enlarge the committee if indicated by the workload. The President shall enlarge the committee in multiples of six following the procedures stated in Section V.A. 1-4 and 8 of this document;
  6. Discharge any duties assigned by the Financial Exigency Review Committee.
- E. Structure of the Hearing Panel
1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
  2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel.
- F. The two-person hearing panels shall be responsible for performing the following duties in a timely manner:
1. Conduct hearings at which the employee shall have opportunity to call witnesses and present arguments with respect to the manner in which the financial exigency criteria and procedures were applied in his/her case.
  2. Gather documents related to each appeal and send these, along with a report of the hearing and the panel's recommendations, to the chairperson of the committee.
  3. Should the two members of the hearing panel disagree with one another concerning the recommendation to the full committee, each hearing panel member shall file a separate report with supporting documentation.
- G. The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.E. 2-3. The Chairperson shall then, within ten working days, submit a copy of the committee's recommendations, along with the panel's report, to:
1. The employee;
  2. The President for review and action.



## For All Proposals for Program Change

UNDERGRADUATE ONLY      HPERD      July 15, 1985  
Department      Date

- A. Summary of proposed action (see Part B), including title of new program and exact catalog copy for a new or altered program.  
(See catalog for format and examples.)

Recreation and Park Administration: Commercial Recreation Sequence  
--70 hours required of which 12 satisfy University Studies requirements  
--Required courses: (28 hours of core courses) HPR 170, 171, 271, 298.30, 375, 378, 398.30; (9 hours of Sequence courses) HPR 275, 277, 377.  
--21 hours of interdisciplinary courses as follows: 12 hours of required courses, ACC 131, 132, FAL 203, MAM 230; 9 hours selected from FAL 211, 240, 260, MAM 100, 220, 226, 233.  
--University Studies requirements: COM 110 and COM 123 or 223, ECO 101, ACS 140.  
--Non-business majors who desire to elect more than 25 percent (30 credits) of their coursework in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

- B. Proposed Action (More than one item may be checked)  
☒ New--see instructions for the submission of new program  
☐ Change in requirements for major  
☐ Change in requirements for minor  
☐ Change in requirements for sequence  
☐ Other program revisions

C. Routing and Action Summary

Dept. Curr. Comm. Chair \_\_\_\_\_ Date \_\_\_\_\_  
Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_  
College Curr. Comm. Chair \_\_\_\_\_ Date \_\_\_\_\_  
College Dean \_\_\_\_\_ Date \_\_\_\_\_  
Teacher Education Council \_\_\_\_\_ Date \_\_\_\_\_  
(if required, see III, p. 3)  
University Curr. Committee \_\_\_\_\_ Date \_\_\_\_\_

☐ Approved as submitted      ☐ Not approved  
☐ Approved with modifications  
☐ Follow-up review required by \_\_\_\_\_ (Date of Review)

D. Copies

Please submit 20 copies to the University Curriculum Committee.

dg: rev. 8/21/85  
rd: rev. 8/26/85

rd: rev. 8/26/85  
rd: rev. 9/20/85

## REQUEST FOR APPROVAL

## Recreation and Park Administration: Commercial Recreation Sequence

1. Institution: Illinois State University
2. Responsible Department: Department of Health, Physical Education, Recreation and Dance within the College of Applied Science and Technology.
3. Proposed Program Title: Recreation and Park Administration: Commercial Recreation Sequence.
4. Previous Program Title:
5. HEGIS Classification:
6. Date of Implementation: Fall 1986
7. Description of Proposed Program or Name Change:

The proposed commercial recreation sequence would be an additional sequence to the two existing sequences within the major in Recreation and Park Administration. The two sequences in the Recreation and Park Administration major are: Program Management and Therapeutic Recreation. The development of the commercial recreation sequence has been a part of the long range planning process of the Recreation and Park Administration Program since 1983.

For the purpose of this proposal, a commercial recreation enterprise will be defined as a business venture, privately-owned, which markets a recreation service or product in an effort to turn a profit. This sequence will prepare students for supervisory and middle management positions in agencies operating a recreation service for profit. Preparation in this sequence focuses on the planning, coordination, implementation, and evaluation of recreation and leisure services in commercial enterprises.

#### 8. Rationale for Proposal:

There are a number of reasons for the dramatically increased interest in commercial recreation, not the least of which being the significant, if not astounding, rise in tourism and expenditures for commercial recreation services. Despite the energy crunch and tough economic times, Americans are now spending approximately \$262 billion in their pursuit of recreation as compared with approximately \$105 billion in 1972 and \$58 billion in 1965. Evidence indicates that only about five percent of this money spent each year on recreation in the United States involves public (government) and voluntary (private, non-profit) agencies. The remainder is spent for commercial recreation services and products.

The travel industry, and tourism in particular, has experienced a growth rate during the past decade that can only be referred to as phenomenal. According to the U.S. Travel Data Center, a private, non-profit research organization, foreign visitors and Americans traveling at least 100 miles from home spent approximately \$182 billion in the United States in 1981. Influential futurists and forecasters, such

as Herman Kahn, have predicted that in spite of inflation, recessions, wars, and energy crises, the travel and tourism industry will become the number one industry in the world by the beginning of the next century.

This growth provides both employment and educational opportunities unforeseen by either educators or industry personnel even five years ago. Traditionally, recreation education curricula have prepared graduates primarily in the areas of municipal (local governmental) recreation, therapeutic recreation, voluntary agency recreation, and outdoor recreation. Recent manpower studies indicate that the future of the recreation and leisure profession is one of a stable growth potential except in the area of commercial recreation and a highly related area, employee recreation. A compilation of these manpower surveys shows that only the computer science field presents a faster growth potential in employment opportunities than the area of commercial recreation.

The recreation and leisure field must begin to diversify efforts more fully in professional preparation in order to take advantage of the wide range of jobs that exist in such non-traditional areas as commercial recreation and tourism. Recreation can no longer be considered as exclusively, or even primarily, a public agency function. Colleges and universities will have to develop more meaningful and specialized curricula in these fields based upon defining specific goals and objectives, delineating necessary job competencies, and building curriculum links with other appropriate departments.

Students with recreation preparation are skilled in leisure service program planning, development, and evaluation. They understand recreation behavior, motivation, and potential influences on human leisure experiences. It is being increasingly recognized that these skills, along with fundamental business skills, are of primary importance in commercial recreation and tourism settings.

The following excerpts from press releases distributed by Marriott's Great America, an example of a commercial theme park operation, illustrate the contribution of the recreation professional (Groves, 1982):

.....Recreation majors who have despaired of finding municipal jobs might investigate a new area of recreation, theme parks.... young recreation professionals have found exciting careers for themselves at Marriott's 'Great America,' a 200 acre park in Santa Clara, California...

Challenge is something this young man has always thrived on. As manager of a sprawling Southern California country club complex, he tripled club membership by bringing a leisure orientation to a business setting. He found his commercial setting to be an excellent place in which to expand on the philosophical concepts he learned in college.

In his new position, he is doing just the opposite, bringing the complex business techniques he perfected while at the country club -- project development, supervision and policy-making -- to a distinctly leisure setting.....

He believes recreation majors are uniquely suited to work in theme parks. A person should have the ability to be a leader and supervise others. Recreation majors do this well.....

'The kind of person I hire must be outgoing -- one who helps guests enjoy leisure activities. For this kind of work, recreation majors are well suited. We've demonstrated this here with many employees who have recreation backgrounds.....'

The many recreation majors working at the Santa Clara theme park have proven very adept at their jobs. Because of their success, Marriott's 'Great America' would like to hire more people with similar backgrounds and plans are being made to bring in recreation student interns and those on work-study programs.

In the past, schools of business and marketing gained a reputation for being a primary source of most professional preparation programs at the baccalaureate level and above in the various specialty areas within commercial recreation. However, it appears that this practice is outdated. A review of the Directory of Tourism Education Programs shows that of the 21 professional preparation programs in travel and tourism at the baccalaureate level or above, only six are located in business and/or marketing departments, while fifteen are found in recreation and park or leisure service departments. In addition, there has been a general movement across the country by a growing number of undergraduate recreation professional preparation programs to offer sequences or options in commercial recreation. Examples of well-developed sequences can be found at Pennsylvania State University, California State University at Northridge, Arizona State University, Clemson University, Texas A & M University, the University of Utah, and Virginia Commonwealth University.

The number of specialized educational preparation programs in commercial recreation and tourism is still relatively small, but growing. An increased number of students are interested specifically in commercial recreation careers. A major factor in this increase is the growing realization that commercial recreation enterprises offer a viable and strong potential for challenging and secure careers.

Within the past three years the College of Saint Francis in Joliet has developed a commercial recreation sequence in their Recreation Program. It is currently the only college or university in Illinois to offer such an option.

A growing number of Recreation and Park Administration majors at I.S.U. are seeking and obtaining internships in commercial recreation enterprises. In fact, certain enterprises, such as Disney World, actively seek and recruit recreation interns on this campus.

There is both justification and need for commercial recreation education within recreation curricula. Undergraduate recreation preparation programs should not attempt to train innkeepers, food establishment managers, accountants, or other personnel for whom business administration or hotel/motel management is the primary thrust of the job. However, recreation education programs can and should prepare managers, planners, and operational personnel in positions that are primarily

recreation oriented such as those found in resorts, theme parks, campgrounds, entertainment centers, and cruise lines. Such graduates are prepared to work with participants or consumers, using a recreation and leisure philosophy, and in utilizing recreation programming to bring about desired outcomes. An appropriate method of accomplishing this task is through the development of a specialized sequence in commercial recreation with the current Recreation and Park Administration Program. This proposal implements projections in the current Academic Plan for the Recreation and Park Administration Program.

9. Expected Impact of Proposal on Existing Campus Programs: May result in shift of enrollment from the two existing Recreation and Park Administration sequences.
10. Expected Curricular Changes Including New Courses:
  - a. New course, HPR 377, Practices and Issues in Commercial Recreation, is currently in the curricular process.
  - b. Arrangements have been made for students to be accepted in the College of Business courses required in this sequence.
11. Anticipated Staffing Arrangements: No change from the present is required.
12. Anticipated Funding Needs and Source of Funds: No additional funds are required for the coming year.



### Bibliography

1. Bullaro, John J. (1975). Career potential in commercial recreation. Journal of Physical Education and Recreation, 46(9), 37.
2. Christie-Mill, Robert. (1980). Courses and curricula: What is and what should be. Research and the Changing World of Travel in the 1980's. Salt Lake City: Travel & Tourism Research Association, 207-209.
3. Groves, David L. (1982). A perspective: The preparation of recreation and leisure professionals. Park and Recreation, 17(12), 44.
4. Henkel, D., & Godbey, G. (1977). Parks, Recreation, and Leisure Employment in the Public Sector: Status. Arlington, VA: National Recreation and Park Association.
5. Howell, R. L. (1982). Complementary curricula: Tourism and recreation. Parks and Recreation, 17(11), 35.
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7. Hudman, L. E. (1981). Directory of Tourism Education-Programs. Wheaton, IL: Merton House Publishing Co.
8. Jenay, J. H. (1976). Working into leisure occupations. Journal of Physical Education and Recreation, 47(7), 30-31.
9. Kelly, J. R. (1985). Recreation Business. New York: John Wiley & Sons.
10. Ketyer, E. (1982). Tourism curricula in formal education: The state of the art among TTRA members. Paper presented to the Travel & Tourism Research Association, Miami: June 14.
11. Kraus, R. (1981). The changing face of urban recreation and parks: Implications for professional preparation. Journal of Physical Education and Recreation, 52(3), 24.
12. Langman, R. R., & Rockwood, L. R. (1975). Be prepared.....for a career in commercial recreation. Parks and Recreation, 10(7), 30-31.
13. Masterson, L. (1983). Top Topics in Commercial Recreation Competencies: (Research Report). Bushkill, PA: Annert Enterprises.
14. NPRA - SPRE curriculum catalog, 1985-86. (1985). Society of Park and Recreation Educators.
15. The leisure boom. (1983, July 26). U.S. News & World Report. p. 45.
16. Victor, D. A. (1976). Preparing for careers in the leisure industry: A career education approach. Journal of Physical Education and Recreation, 47(7), 30-31.

## COMMERCIAL RECREATION SEQUENCE OBJECTIVES

The student should be able to:

1. Analyze the concepts of leisure, recreation, and play and discuss their relationship to contemporary American society.
2. Demonstrate an understanding of the philosophical foundations of commercial recreation agencies.
3. Demonstrate knowledge of and ability to apply methods of assessing recreation needs and interests.
4. Demonstrate knowledge of recreational services and ability to develop, implement, and evaluate these.
5. Demonstrate an understanding of the scope of commercial recreation services in present day society.
6. Demonstrate knowledge of designing, planning and utilizing recreational facilities.
7. Demonstrate an understanding of accounting and financial management practices utilized in commercial recreation agencies.
8. Evaluate the various marketing methods used in promoting and advertising commercial recreation goods and services.
9. Identify the legal parameters affecting the provision of commercial recreation services.
10. Identify and explain the essential components for managing a leisure service operation: planning, organizing, staffing, directing, and controlling.
11. Understand the principles of organizational structure and development of commercial recreation agencies.
12. Identify and explain various techniques and methods used in personnel management.
13. Demonstrate effectively those written and oral communication skills necessary for writing and speaking clearly and concisely to individuals and groups.
14. Demonstrate a working knowledge in using a microcomputer, including familiarity with basic hardware and software applications.
15. Obtain practical experience which will be beneficial in planning and building a future career as a profession in commercial recreation.
16. Describe and utilize professional organizations and relevant publications which enhance professional growth and development.
17. Develop a career plan and strategies to achieve it and write a quality professional resume.

## RECREATION AND PARK ADMINISTRATION MAJOR

## COMMERCIAL RECREATION SEQUENCE

70 hours required, 12 satisfy University Studies requirements  
(Prerequisites are in parentheses)

Required Recreation Core Courses (28 hours of courses)

HPR 170	(3)	Introduction to Leisure and Recreation
HPR 171	(2)	Recreation Leadership Techniques (HPR 170)
HPR 271	(2)	Recreation Programming (HPR 171)
HPR 298.30	(2)	Professional Practice: Program Practicum (HPR 271)
HPR 375	(3)	Recreation and Park Administration (HPR 271, 298.30)
HPR 378	(2)	Seminar in Professional Practice (HPR 298.30)
HPR 398.30	(14)	Professional Practice: Internship in Recreation and Park Administration (HPR 378, 2.2 GPA)

Commercial Recreation Sequence Courses (9 hours of courses)

HPR 275	(3)	Planning and Design of Recreation Facilities
HPR 277	(3)	Commercial Recreation and Tourism
HPR 377	(3)	Practices and Issues in Commercial Recreation (HPR 277)

Interdisciplinary Courses (21 hours of courses)

## a. Required Courses (12 hours)

ACC 131	(3)	Elementary Accounting I
ACC 132	(3)	Elementary Accounting II (ACC 131)
FAL 208	(3)	Legal Environment of Business (Jr. standing req.)
MAM 230	(3)	Basic Marketing (ECO 101)

## b. 9 hours of additional courses selected from the following:

FAL 211	(3)	Commercial Law (FAL 208, 209)
FAL 240	(3)	Business Finance (MAM 100, ACC 132 and ECO 101)
FAL 260	(3)	Real Estate (FAL 208)
MAM 100	(3)	Business and Economic Statistics (MAT 110 or 120)
MAM 220	(3)	Business Organization and Management (ECO 101)
MAM 226	(3)	Entrepreneurship (MAM 220, 230; FAL 240)
MAM 233	(3)	Advertising (MAM 230)

University Studies Requirements (12 hours of courses)

COM 110	(3)	Fundamentals of Speech Communication <u>and</u>
COM 123	(3)	Interpersonal Communications <u>or</u>
COM 223	(3)	Small Group Process
ECO 101	(3)	Principles of Economics II
ACS 140	(3)	Introduction to the Computer World

Non-business majors who desire to elect more than 25 percent (30 credits) of their coursework in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

SUMMARY OF SEQUENCE REQUIREMENTS

28 hours Recreation Core  
9 hours Commercial Recreation Sequence  
21 hours Interdisciplinary Area  
12 hours University Studies

---

70 hours Total Required Courses



## APPENDIX A

## COMMERCIAL RECREATION COMPETENCIES

A comprehensive effort to determine the specific types of competencies and attributes needed for positions in commercial recreation was completed by Langmann and Rockwood in 1975. Their study showed surprising agreement among the managers of commercial recreation enterprises and recreation educators as to what it takes to obtain a job in the field.

According to a survey completed in 1983 by Lynn Masterson, which resulted in a tabulation of major commercial recreation competencies, commercial recreation managers and recreation educators consider different competencies as being more essential or requiring more emphasis, but there was general agreement on the major components or competency requirements.

Commercial recreation management considered marketing, guest relations, staff training/orientation, budgets, personnel management, recreation products, program planning, and experiential learning to be the most important competencies needed for employment. A parallel listing of the top competencies according to recreation educators included defining commercial recreation markets, marketing, evaluation, computers, guest relations, experiential learning, and travel-tourism operations. The combined listings of the top 15 competencies from the Masterson survey are outlined in the following table.

TOP 15 TOPICS IN COMMERCIAL RECREATION COMPETENCIES\*

Topic	Management		Education	
	Rank	Rating	Rank	Rating
Marketing	1	4.48	2	4.56
Guest Relations	2	4.41	5	4.07
Staff Training/Orientation	3	4.38	9	3.89
Budgets	3	4.38	11	3.85
Personnel Management	4	4.28	9	3.89
Recreation Products: Program Plan.	4	4.28	10	3.88
Experiential Learning	5	4.21	6	4.00
Evaluation	7	4.10	3	4.41
Defining Commercial Rec. Markets	8	4.07	1	4.34
Recreation Products: Promotions/Adv.	8	4.07	8	3.93
Administration	9	4.03	15	3.67
Facility Management	9	4.03	19	3.60
Role of Rec. in Com. Industry	10	3.93	14	3.74
Travel/Tourism Operations	13	3.80	7	3.96
Computers	19	3.52	4	4.11

\*From data analysis of survey by Lynn Masterson, Vice President, Leisure Services

Appendix A  
Com Rec Competencies

The following table correlates the commercial recreation sequence course requirements and objectives with the Masterson competencies previously outlined in this report.

Relationship of Masterson Competencies  
to Course Requirements and Sequence Objectives

Competencies	Courses	Recreation Sequence Objectives
Marketing	MAM 230, HPR 277	4, 8
Guest Relations	HPR 277	1, 10, 12
Staff Training/Orientation	HPR 398.30	1, 12
Budgets	ACC 131, 132; HPR 271, 277, 377	4, 7
Personnel Management	HPR 277, HPR 377	9, 10, 11, 12
Recreation Products: Program Planning	HPR 271	1, 2, 3
Experiential Learning	HPR 171, HPR 298.30, HPR 398.30	15
Evaluation	MAM 230, HPR 271	1, 4
Defining Com. Rec. Markets	HPR 277, HPR 377	2, 5
Recreation Products: Promotions/Advertising	HPR 271, HPR 277, HPR 377	1, 3, 8
Administration	HPR 375	10, 11
Facility Management	HPR 275, HPR 277, HPR 377	6, 10
Role of Rec. in Com. Industry	HPR 170, HPR 277, HPR 377	1, 2, 5, 8
Travel/Tourism Operations	HPR 277	2, 5
Computers	ACS 140	14

## APPENDIX B

## TYPICAL PLAN OF STUDY

## FRESHMAN:

<u>Fall</u>		<u>Spring</u>	
ENG 101 (Group 1)	(3)	COM 110 (Group 1)	(3)*
Group 2	(3)	HPR 170	(3)
GEO 100 (Group 3)	(3)	Group 4	(3 to 4)
Group 6	(3)	Group 5	(3)
ACS 140 (Group 7)	(3)*	Group 8	(3)
<hr/> 15 hours		<hr/> 16 hours	

## SOPHOMORE:

<u>Fall</u>		<u>Spring</u>	
Group 5	(3)	HPR 277	(3)
ECO 101 (Group 5)	(3)*	ACC 131	(3)
Group 7	(3)	COM 123 or 223 (Group 1)	(3)*
Group 2	(3)	Group 2	(3)
HPR 171	(2)	Group 3	(3)
<hr/> 14 hours		<hr/> 15 hours	

## JUNIOR:

<u>Fall</u>		<u>Spring</u>	
HPR 271	(2)	HPR 298.30	(2)
HPR 275	(3)	MAM 230	(3)
ACC 132	(3)	FAL 209	(3)
FAL 208	(3)	MAM 220	(3)
Elective	(4)	Elective	(4)
<hr/> 15 hours		<hr/> 15 hours	

## SENIOR:

<u>Fall</u>		<u>Spring</u>	
HPR 375	(3)	HPR 398.30	(14)
HPR 378	(2)		
HPR 377	(3)		<hr/> 14 hours
MAM 233	(3)		
FAL 211	(3)		
Elective	(2)		
<hr/> 16 hours			

\*Required University Studies Courses

# Illinois State University

Assistant Provost for  
Undergraduate Instruction

January 24, 1986

TO: Members of the Academic Senate  
FROM: Jeff Chinn  
RE: Military Science Proposal

Enclosed is a corrected copy of the Military Science proposal  
for your consideration. No substantive changes have been made.

ms  
Enclosure

Signature Copy  
RECEIVED

SEP 27 1985

Cover Sheet  
For All Proposals for Program Change

UNDERGRADUATE INSTRUCTION  
Revised 29 Apr 85

UNDERGRADUATE ONLY

Military Science  
Department

18 Mar 85  
Date

- A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program.  
(See catalog for format and examples.)

New Program entitled "Minor in Military Science"

DEC 3 - 1985

Catalog copy: See Page 2

- B. Proposed Action (More than one item may be checked)
- ☒ XX New--see instructions for submission of new program. (see V, pp. 7-8)
- ☐ Change in requirements for major
- ☐ Change in requirements for minor (See V, 1, d, p. 7)
- ☐ Change in requirements for sequence
- ☐ Other program revisions

C. Routing and Action Summary

Dept. Chair Jan R. Kuc Date 15 APRIL 1985

College Curr. Comm. Chair Mark Kung Date 5/29/85

College Dean Ch. Chapman Date 5/29/85

Teacher Education Council \_\_\_\_\_ Date \_\_\_\_\_  
(if required, see III, p. 3)

University Curriculum Committee Stanley D. Brown Date 11/21/85

☐ Approved as submitted ☐ Not approved

☒ Approved with modifications

☐ Follow-up review required by \_\_\_\_\_ (Date of review)

- D. Copies  
Please submit 20 copies to the University Curriculum Committee

Catalog copy:

**MILITARY SCIENCE PROGRAM**

**MINOR IN MILITARY SCIENCE**

--30 hours required

--Admission into the Military Science Minor Program is by permission, of the Chairperson of the Military Science Department following a special interview concerning eligibility and entry requirements. Interested students should make arrangements for an interview with the Chairperson of the Military Science Department as early as possible but not later than the second semester of their sophomore year.

--Prerequisites: MS 101, 102, 111 and 112 (5 hours); or satisfactory completion of Army Reserve Officers' Training Corps (ROTC) Basic Camp (may be taken for credits MS 203, 5 hours); or equivalent level of proficiency as approved by the Chairperson of the Military Science Department.

--Contracting into the Advanced Course of the Military Science Program of Instruction is necessary in order to complete all of the requirements for a Minor in Military Science.

--Required courses (9 hours): MS 220, 221, 240, 241

--History (3 hours): HIS 252 or 279

--Written Communications (6 hours): ENG 101 (required); and ENG 145, 247 or 249

--Human Behavior (3 hours): PSY 111, 112, 131, SAS 106, or 131

--Physical Education (4 hours): HPR 146 (Repeated 4 times concurrent with MS 220, 221, 240 and 241)

*requirements as  
accepted by VCC  
21 Nov 1985*

## APPENDIX B

### REQUEST FOR APPROVAL OF

#### A SUBDIVISION OF A DEGREE MAJOR OR CHANGE OF NAME

1. Institution: Illinois State University
2. Responsible Department or Administrative Unit:
  - A. Department of Military Science
  - B. College of Applied Science and Technology
3. Proposed Program Title: Minor in Military Science
4. Previous Program Title (if applicable): None
5. HEGIS Classification (if applicable):
6. Date of Implementation: Fall Semester, 1986
7. Description of Proposed Program:
  - A. Catalog Copy:

#### MILITARY SCIENCE PROGRAM

##### MINOR IN MILITARY SCIENCE

--30 hours required

--Admission into the Military Science Minor Program is by permission of the Chairperson of the Military Science Department following a special interview concerning eligibility and entry requirements. Interested students should make arrangements for an interview with the Chairperson of the Military Science Department as early as possible but not later than the second semester of their sophomore year.

--Prerequisites: MS 101, 102, 111 and 112 (5 hours)<sup>1</sup>; or satisfactory completion of Army Reserve Officers' Training Corps (ROTC) Basic Camp (may be taken for credit as MS 203, 5 hours)<sup>2</sup>; or equivalent level of proficiency as approved by the Chairperson of the Military Science Department.<sup>3</sup>

--Contracting into the Advanced Course<sup>4</sup> of the Military Science Program of Instruction is necessary in order to complete all of the requirements for a Minor in Military Science.

--Required courses (9 hours): MS 220, 221, 240, 241

--History (3 hours): HIS 252 or 279

--Written Communications (6 hours): ENG 101 (required); and ENG 145, 247 or 249

--Human Behavior (3 hours): PSY 111, 112, 131, SAS 106, or 131

--Physical Education (4 hours): HPR 146 (Repeated 4 times concurrent with MS 220, 221, 240 and 241)<sup>5</sup>



NOTES:

1. See Page 5 for explanation
2. See Page 6 for explanation
3. See Page 6 for explanation
4. See Page 6 for explanation
5. HPR 146, Military Physical Conditioning, is currently

under consideration within the curricular process. The requirement for physical training exists now and the Department of Military Science is currently conducting this program (See Attachment 2). While HPR 146 is awaiting approval, the Department of Military Science will continue to conduct this equivalent training and the number of credit hours required for the Minor will be reduced to 26. When HPR 146 is approved, the requirements for the Minor will be as stated above.

6. See Page 7 for explanation

B. Military Science Program of Instruction:

1. History: The Department of Military Science was established at Illinois State University through cooperation between the Administration and the Department of the Army in August of 1980. Preceding formal establishment of the department, courses were developed through the university curriculum process. The curriculum included those subjects required by the Department of the Army which are to be taught in pre-commissioning programs. Initially, the department was an "Extension Center" of the "Host Institution" at the University of Illinois. In June of 1982, Illinois State University was given "Host Institution" status by the Department of the Army. Enrollment during the first year of instruction was 43 students. The program has continued to grow steadily since that time with an opening enrollment in the Fall semester 1984 of 131 students.

2. General: Military Science (Army ROTC) is a course of instruction intended to provide college-trained officers for the active US Army, the Army National Guard and the Army Reserve. Military Science courses enhance student education by providing unique leadership and management experience which help develop self-discipline, physical stamina and poise.

3. Program Structure: The four-year Military Science Program is divided into two parts, the Basic Course and the Advanced Course.

a. Basic Course:

i. Eligibility: The Basic Course academic program is open to all students of the university. Participation requires no commitment on the part of the student.

ii. General: The Basic Course is usually taken in the freshman and sophomore years with no military commitment incurred during this time. It consists of academic courses and a weekly two-hour Leadership Laboratory. Voluntary extracurricular activities include physical training programs, off-campus training exercises and field trips, as well as the opportunity to participate in student organizations and activities sponsored by the Military Science Department.



iii. Academic Courses: Students enrolled in the Basic Course will pursue the following sequence of courses:

- MS 101 INTRODUCTION TO MILITARY SCIENCE (1 hour): Gives students an introduction to the organization, mission, functions and customs of the Army. In addition, students are familiarized with military life, courtesies, the military profession and the United States defense establishment.

- MS 102 INTRODUCTION TO TACTICS (1 hour): The fundamentals of tactical operations are discussed, both on a grand scale as it applies to strategy and on a small scale as it relates to tactics at the small unit level. Tactical operations of all type units, including combat and service support units, are discussed and related to various leadership and management techniques.

- MS 112 FUNDAMENTALS OF LEARNING AND MILITARY INSTRUCTION (1 hour): This subject is introduced with a discussion of the fundamentals of learning theory and processes. These theories are then related to the principles of military instruction, evaluation and training techniques as they apply to the Army Training Management System. Each student then applies these principles in presenting a training session to the class.

- MS 111 LAND NAVIGATION (2 hours): A study of map reading fundamentals, this course applies land navigation principles to military maps and the use of the lensatic compass and terrain association. Students participate in an off-campus performance oriented field trip during which they apply the techniques learned in the classroom to the task of navigating cross-country in unfamiliar terrain.

iv. Leadership Laboratory: In addition to classroom instruction, each of the courses listed above includes a two-hour Leadership Laboratory which is conducted each week. While all Military Science students attend this laboratory, the type of training and level of skill required changes as a student gains experience in the program. Basic Course students receive instruction in drill and ceremony, wear of the uniform, military courtesy, first aid, physical training and use of various types of military equipment. They are also trained in certain individual skills such as water survival, tactics and rappelling. As students progress through the Basic Course, they are given opportunities to assist in periods of instruction and develop their leadership ability through the practical application of learned leadership skills.

v. Extracurricular Activities: An important part of the Military Science Program consists of the various activities and student organizations (enumerated below beginning on page 8) which are designed to give students a better understanding of the program and of the Army. Participation is voluntary for Basic Course students. While they are not qualified or experienced enough to manage these activities, Basic Course students may ask for and receive responsibilities in planning and executing activities and organizational functions.

vi. Advance Placement: Certain students may receive advance placement for all or part of the Basic Course. These alternative programs provide equivalent training and qualify students in the same subject areas as does the Basic Course.

- Completion of Basic Training (or the equivalent) as a member of the National Guard or Army Reserve: This is considered equivalent to the Basic Course. Students who have satisfactorily completed Basic Training or equivalent Army training need not take Military Science courses MS 101, MS 102, MS 111 or MS 112.

- Prior Service (Veterans) in the Active Forces: Active service as an enlisted person includes the satisfactory completion of Basic Training or the equivalent. This is also considered equivalent to the Basic Course.

- Completion of ROTC Basic Camp: Basic Camp is a five-week off-campus program designed to give the college sophomore who has not taken the on-campus Basic Course the opportunity to join the Military Science Program. It is the equivalent of the Basic Course in content and gives the student advance placement. This camp is conducted during the summer at Fort Knox, Kentucky. It may be taken for college credit as MS 203 (Cr/No Cr only; 5 hours)

- Junior ROTC Experience: Students who have taken Junior ROTC as a part of their high school curriculum may receive advance placement. The amount of advance placement is dependent upon the amount of Junior ROTC taken at the high school level.

b. Advanced Course:

i. Eligibility: After completing the Basic Course or equivalent training, students may be eligible to contract into the Advanced Course. Additional requirements for acceptance into the Advanced Course include demonstrated officer potential, meeting certain medical standards and the attainment of a cumulative GPA of at least 2.0 after one (1) year in college.

ii. General: The Advanced Course is normally taken by students in their final two years of college. Exceptions occur due to advance placement as indicated above. Instruction and training are directed toward preparing the student to be commissioned as an officer upon completion of the Advanced Course.

iii. Academic Courses: Students enrolled in the Advanced Course generally follow the sequence of courses as outlined below:

- MS 220 PRINCIPLES OF MILITARY LEADERSHIP (2 hours): This consists of an introduction to the principles, responsibilities and techniques of leadership in the military environment. Focus is placed on preventing and solving problems which may arise for junior commissioned officers. Emphasis is placed on the students' development of their own leadership style through lecture, discussion and practical exercises.

- MS 221 MILITARY OPERATIONS (3 hours): This course applies the principles of offensive and defensive tactics to small unit leadership in a field environment. Planning and execution techniques are related to the principles of leadership in developing the students' ability to accomplish assigned missions.

- MS 242 ROTC ADVANCED CAMP (may be taken for credit, Cr/No Cr only, 6 hours): This camp is conducted during the summer at Fort Riley, Kansas. It consists of instruction and practical application of leadership in a field environment. Students receive training in tactical operations and in the use of various types of army equipment. They are also given the opportunity to apply leadership techniques in a military environment.

- MS 240 MILITARY LAW AND ADMINISTRATIVE MANAGEMENT (3 hours): This course continues the development of students through the presentation of advanced knowledge and skills required of commissioned officers. They are given a knowledge of the logistics, training management and personnel management functions they will be expected to work with as officers. In addition, extensive study of the military justice system, to include a mock courts-martial, is undertaken. Students are required to present a formal staff study (problem analysis case study) to the class on a subject related to the Military Science Program and/or the Army.

- MS 241 MILITARY PROFESSIONALISM AND RESPONSIBILITY (1 hour): Use of case studies and written philosophy concerning professionalism and ethics completes the precommissioning sequence of study. The course is designed to aid students in their decision-making and problem-solving functions.

iv. Leadership Laboratory: As stated previously (See Page 5), all students enrolled in Military Science courses attend the same Leadership Laboratory each week. The type of training presented to Advanced Course students, which is different than that given to Basic Course students, is explained below:

- Third-year (MS III) Students: Those students in their first year under contract and who are enrolled in the Advanced Course participate in the same Leadership Laboratory as other Military Science students. Whereas Basic Course students are generally participants, MS III's are given an active role in the management and leadership of the laboratory activities. They are given the opportunity to present instruction and apply command and control techniques in working with the Basic Course students. In addition, the subject matter they are taught is more intensified than is that given to Basic Course students. Training also focuses on those skills which students will be required to perform at their Advanced Camp the following summer.

- Fourth-year (MS IV) Students: MS IV students are the leaders of the Army ROTC Corps of Cadets which is organized in a "line and staff" format. They practice their leadership skills in the planning, organizing and conduct of the Leadership Laboratory. Under the supervision of faculty members, they perform within the structure of the cadet corps in presenting some of the training and in managing the functions of the cadet corps. This becomes a practical application of the leadership skills they must possess as commissioned officers.

v. Extracurricular Activities: As is the case with the Leadership Laboratory, MS IV cadets assist the faculty in the management of the extracurricular activities as listed below (See Paragraph 7.B.3.c.). This gives them additional experience in leadership. While many of the MS III's are limited to participation, they are also given the opportunity to assist in management activities and develop their leadership skills.

vi. Additional Requirements: As Advanced Course cadets under contract, students are required to participate in certain programs as directed by the Department of the Army. Two of the most important programs are as follows:

- The Professional Military Education Program: Based on a recognized need to provide officers with a well-rounded education, Advanced Course students are required to take university courses in three areas. These areas are military history, written communications and human behavior. In addition, it is recommended that they take a course in management and one in national security studies. (See Attachment 1)

- Physical Training is another area in which Advanced Course student participation is required. The mandatory program consists of two physical conditioning sessions each week. Depending on the individual student's condition, a remedial program may also be required. (See Attachment 2)

c. Extracurricular Activities: The following three sections describe the extracurricular activities, events, field trips and off-campus training exercises sponsored by the Military Science Department. Students at all levels of the Military Science Program are encouraged to participate in these activities. As stated earlier, select MS IV and MS III students assist the faculty in the management of the activities. Each activity provides to the participants and student leaders experience and insight into leadership and management fundamentals which are an important part of their development as leaders. Except as noted, participation in the activities is voluntary.

i. Student Organizations:

- Color Guard: The Illinois State University ROTC Color Guard presents the colors at various university athletic and community events.

- Drill Team: The "Regimental Rifles" is a precision drill unit which competes against drill teams from other colleges and universities. This unit also performs for various local organizations and activities.

- Ranger Club: This organization stresses the development of small unit leadership skills and self-confidence through tactical training and the development of individual military skills.

- ROTC Match Rifle Team: Rifle marksmanship is developed through practice and competition with .22 caliber match rifles. Students unfamiliar with rifles are given the opportunity to gain experience and skill.

- Scabbard and Blade (Advanced Course students only): A chapter of the national association, this fraternal organization promotes professional development through discussions, presentations and a guest lecture program.

ii. Field Training Exercises (FTX's):

- Land Navigation FTX (mandatory for MS III students): A two-day exercise, students are given instruction and practical experience in map reading and land navigation.

- Winter FTX: Conducted primarily at Fort McCoy, Wisconsin, this four-day exercise gives students the opportunity to fire army weapons, experience cross-country and downhill skiing and obtain first-hand knowledge of an army installation.

- Squad Tactics FTX (mandatory for MS III's): Students are given training in small unit tactics and practice leadership while commanding a small unit through various tactical situations.

- Land Navigation Test (mandatory for MS III's and students enrolled in MS III, Land Navigation): MS III students are given the opportunity to learn and practice skills obtained in the classroom. MS III's are tested to ensure that they possess those skills required at Advanced Camp.

- Spring Tactics FTX (mandatory for MS III's): A focused leadership exercise which completes MS III preparation for Advanced Camp.



### iii. Field Trips and Events:

- Army Orientation Visit (AOV): Students are taken to an army installation and given the opportunity to tour facilities, observe training and talk with newly commissioned officers who are on active duty. Past trips have gone to Fort Campbell and Fort Knox, both in Kentucky.

- Fort Benjamin Harrison ROTC Day: Hosted by the Commander of the Soldier Support Center at Fort Harrison, this weekend of athletic and military skills competition is designed to foster esprit, camaraderie and a positive feeling about the Military Science Program.

- Dining-In (restricted to MS IV's): This time-honored and traditional event is central to esprit and camaraderie within the officer corps. Students are given the opportunity to experience the formal nature of the dinner and accompanying activities.

- Redbird Road Race: This is a community event sponsored by the ISU Army ROTC Corps of Cadets.

- Awards Ceremony: This dignified activity serves the dual purpose of presenting superior cadets with recognition of their efforts and developing in students an awareness of the positive impact of an award system.

- Military Ball: A formal dinner dance, this is a social occasion which introduces students to military social life and fosters esprit among students.

- Commissioning: For students who are being commissioned, this is the completion of the Military Science Program, the act of formally accepting a commission as a Second Lieutenant in the Army of the United States. For those who observe, this is an event which promotes pride and a desire to succeed.

### C. Comparison to Other Universities:

1. Program Structure: The basic structure of the Military Science Program of Instruction for all Reserve Officers' Training Corps (ROTC) Instructor Groups across the country is governed by regulations and directives which are published by the Training and Doctrine Command within the Department of the Army. This yields the universal structure of a Basic Course and an Advanced Course. Completion of Advanced Camp and of the Professional Military Education Component by Advanced Course students are also requirements. While the curriculum at individual colleges and universities varies somewhat with regard to academic credits offered and the sequence of courses, the subject matter taught to basic and advanced students is generally the same. Establishment of the Professional Military Education Component and the requirement for physical training are, however, recent additions to the directed curricular requirements. While these programs are an integral part of the course of instruction at Illinois State University, Instructor Groups at some universities have not yet changed their curriculum to reflect these recent additions.



2. Minors in Military Science: This proposal for a Minor in Military Science has been compared to several other state universities that currently offer such a Minor (See Attachments 3 thru 9). The comparison of credit requirements is shown on the following chart:

### Comparison of Military Science Minors

Institution	Credit Requirements				
	Basic Course	Advanced Course	Advanced Camp	Elective Courses	Total
Illinois State University	5** (prereq)	13***	-	12	30
East Tennessee State University	-	12	6	7	25
Morehead State University (KY)	9*	12	-	6	24
Murray State University (KY)	7**	14	3	3	27
South Dakota State University	4*	10(2)	4	-	16
Western Illinois University	-	15	-	3	18
Southwest Missouri State University	8*	12-15*(1)	-	3	21
West Texas State University	4*	12-15*(1)	4*	-	18

Notes: \* Students will select from among those courses available credit hours to fulfill the total credit requirement

\*\* Requirement will be deleted for those students who receive advance placement

\*\*\* Includes 4 credit hours of the mandatory physical conditioning course

(1) Includes an optional research course which may be taken for 1-3 credits

(2) One of the courses requires additional elective course work in other areas

a. Similarities: At the core of this proposal, as well as in each of the existing Minors listed, is the requirement to complete the academic courses which comprise the Advanced Course. In each of the other areas of comparison, there are some other Minors with similar requirements to this proposal. Whether it is a stated requirement or not, completion of the Basic Course or equivalent training is required in all cases.

b. Differences: There are two primary differences between this proposal and the other Minors listed. The first is that this proposal incorporates the recently added requirement for physical conditioning. Second, while several of the Minors require elective courses, this proposal includes the complete Professional Military Education Component.

c. Rationale Behind the Proposed Structure: This proposal for a Minor in Military Science is designed to incorporate all the requirements placed on the Advanced Course student into a formal academic program. The proposal does not add any requirements which do not already exist for these students. Following is an outline of the reasoning for the structure as proposed:

i. Physical Conditioning: Incorporation of the physical conditioning courses into the Minor recognizes the recent requirement for Advanced Course students to participate in a regularly scheduled physical training program.

ii. Elective Credits: Incorporation of the Professional Military Education Component into the requirement for elective credits gives formal recognition to the general education required of Advanced Course students. No additional financial or educational burden is placed on the student other than that which already exists.

## 8. Rationale for Proposal:

A. The Illinois State University Academic Plan 1984-1989 (Abbreviated Version) (hereafter referred to as the Academic Plan) states in part that "Sustaining and improving its instructional programs is the central mission of Illinois State University". The Military Science curriculum is now an integral part of the university's offerings. It does not, however, have the status of an "official program" as do Majors and Minors in other academic fields. A Military Science Minor would give formal academic status to the department's curriculum. Adoption of this Minor would recognize that the Military Science Course of Instruction is a quality program which has been accepted into the university's array of academic disciplines. Moreover, program status would encourage both periodic review of the Military Science Program by the university community, and ultimately the incorporation of the program into future Academic Plans. This will help to ensure accomplishment of the mission as stated above. In addition, formal evaluations and resulting improvements in the curriculum will aid in achieving the university goal of maintaining "...the highest quality of academic programs by maintaining policies and practices which support a high quality of...programs" as stated in the Academic Plan. The Military Science Department is dedicated to providing a program which meets the academic standards of Illinois State University. While it is believed the academic standards are being met, scrutiny of the Minor will contribute to continued maintenance of the university's academic standards and attainment of its mission and goals. In that the Academic Plan states that another of the university's goals is to "...offer a broad array of high quality academic programs...", the incorporation of a Military Science Minor into the curriculum

goal of maintaining "...the highest quality of academic programs by maintaining policies and practices which support a high quality of...programs" as stated in the Academic Plan. The Military Science Department is dedicated to providing a program which meets the academic standards of Illinois State University. While it is believed the academic standards are being met, scrutiny of the Minor will contribute to continued maintenance of the university's academic standards and attainment of its mission and goals. In that the Academic Plan states that another of the university's goals is to "...offer a broad array of high quality academic programs...", the incorporation of a Military Science Minor into the curriculum contributes further to improving the university's overall program structure.

B. A primary goal of the Department of Military Science is the development of the student through education. Furthermore, the education provided should assist the student in attaining his/her objectives while working toward a baccalaureate degree. In addition, it should also help the student to achieve his or her goals after obtaining a degree. In this regard, the Military Science Program assists the College of Applied Science and Technology in achieving its mission of providing "...quality programs which emphasize the relationship between theory and practice...". In addition, the availability of a Minor in Military Science supports the goal of the college to "... (4) provide a wide variety of offerings so that graduates may have several professional choices; and (5) provide courses to students in other disciplines throughout the University that stress application.". For many of its students, the Military Science Program offers the opportunity for choosing the military as a profession. In addition, the course of study is available to students in all disciplines throughout the university. The current program educates the student effectively, yet no formal recognition of this education is given. The availability of a Minor will make the ROTC Program more attractive while giving academic recognition to the student who seeks a Military Science course of study. A survey of 93 students eligible for the proposed Minor was conducted in the Spring of 1985. This survey revealed that 86 % (80 of 93) would apply for the Minor if it were available. This indicates the positive value a Military Science Minor will have to current and future students. Numerous comments from corporate executives and leaders in many fields affirm the value of Military Science training in the development of managers and corporate executives. Giving students the means to present proof of their academic experience and success in Military Science may expand their professional choices through the enhancement of their personal qualifications.

In addition to the above, the amount of time and effort a student puts into the Advanced Course of the Military Science Program warrants recognition. Classroom hours are supplemented by a two (2) hour Leadership Laboratory each week. As a part of the leadership experience, students assist in planning, organizing and conducting this laboratory. Moreover, they are required to participate in various physical conditioning and off-campus training exercises as a part of the overall program. Once again, practical experience is gained through preparation for, and conduct of, these activities. In addition, Advanced Course students assist in the planning and execution of numerous extracurricular events and activities sponsored by this department. This further enhances their leadership experience. These applications of management

skills, and the time involved in supplementing classroom work, contribute to the development of the student through the Military Science Program. Recognition of this educational academic experience is deserved. Moreover, the minimum number of academic credit hours which is normally required of a student in order to complete the entire Military Science sequence (14 hours) is greater than the number of pure elective hours available in many Majors. Students who elect to complete the extra credit hours in order to graduate and complete the Military Science Program deserve positive formal recognition for their efforts. A Minor in Military Science would be an excellent way for the university and the college to recognize the serious Military Science student.

C. Establishment of a Minor in Military Science will support the Public Service goals of the university. As stated in the Academic Plan, "The University should respond affirmatively to curricular...needs of the...state.". In 1967 the State of Illinois established scholarships under the State Army Reserve Officers' Training Corps Law. Section 30-16.1 states:

**Purpose.** The General Assembly has found and hereby declares that it is essential for the national defense and for the defense of the State of Illinois that among those residents of this state receiving higher education, provisions should be made for Reserve Officers' Training Corps training, in order to provide officers for the several Armed Forces of the United States of America and to that end, that scholarships should be furnished to eligible residents in order to encourage their participation in the Reserve Officers' Training Corps programs.

To this end, the General Assembly has awarded forty (40) tuition waiver scholarships to Illinois State University. The Military Science Department, with assistance from faculty and staff from other areas within the university, selects winners from among eligible students. The availability of a Minor in Military Science would support the purpose of the State Law, encouraging quality students to consider the Military Science Program.

D. Incorporation of a Minor in Military Science will assist Illinois State University in its competition with other colleges and universities for prospective students. The Board of Regents has indicated to this university that the population of college bound students will decrease by approximately 25% in the next 10 years. It has been further stated that universities with new and diverse program opportunities will have an edge in attracting this shrinking market. A representative of the Board of Regents has cited Military Science at Illinois State University as one such program. The opportunity for students to obtain a Minor through participation in Military Science will add to the attractiveness of Illinois State University. In this way too, the Minor will contribute to the university's efforts to maintain its enrollment at the highest levels. It should be noted that the strongest Military Science Program in the State of Illinois is that at Western Illinois University (See Paragraph 7.C.2. above). A part of the strength of

this program is the fact that a Minor in Military Science is offered by that institution. Similar enthusiasm for the Military Science Program at Illinois State University should occur with the addition of this Minor in Military Science. Enrollment at Illinois State University would thus benefit from the greater attraction of this Military Science Program.

#### **9. Expected Impact of Proposal on Existing Campus Programs:**

A. Approval of the Minor in Military Science as proposed above will have no impact on existing campus programs. The Minor does nothing more than formalize the requirements which already exist for students within the Advanced Course of the Military Science Program. Any impact that the overall program has had on campus programs has already been made. While the availability of a minor may encourage more students to enroll in the Military Science Program, the number of additional students will be insignificant in so far as the entire university community is concerned.

B. While adoption of the Minor will have little impact, it should be understood that the Military Science Program has had significant impact since its beginnings in Academic Year 1980-1981. As stated earlier, the number of students enrolled has grown from 43 to a high of 131. During this history the department has produced approximately 1700 credit/hours. Students have used these credit/hours toward their requirements for graduation. Thus, the Military Science Department has contributed to the growth of the university through adoption of its courses and expansion of the educational opportunities that the university has to offer its students.

C. Impact Statements from Specific Departments: Because of the inclusion of the Professional Military Education Component into this proposal, comments were requested from the various departments whose courses fulfill this requirement. Summaries of their responses follow:

1. History (See Attachment 10): No need for curriculum change, changes in staffing or funding based on the current proposal are foreseen. While the response from the Chairman of the department also addresses the pursuit of a "military history course" for inclusion in the Professional Military Education Component, this is a separate issue, independent of this proposal for a minor.

2. Psychology (See Attachment 11): This department indicates that a sufficient number of sections are already available and does not anticipate any problems, needs or changes because of this proposal.

3. Sociology (See Attachment 12): The impact on this department is expected to be only positive. The Chairperson requested the inclusion of SAS 131 in the "Human Behavior" element of the Professional Military Education Component (not included in the original draft) and this was incorporated into the proposal.

4. English (See Attachment 13): No impact was noted.



**10. Expected Curricular Changes Including New Courses:** There is one area in which a curricular change is taking place. To meet the needs of the Advanced Course student for a physical conditioning program, the Department of Health, Physical Education, Recreation and Dance has proposed a Military Physical Conditioning Course. This is a joint initiative by the two departments and was not precipitated by this Minor proposal. This course proposal is not directly related to the Minor in Military Science, but to the existing requirements of the program. (See Paragraph 7.C.1.) This initiative will continue irrespective of this proposal for a minor.

**11. Anticipated Staffing Arrangements:**

A. Military Science Department Staff: Currently, this department is staffed with a Professor of Military Science (Chairperson) and four Assistant Professors. All faculty are commissioned officers on active duty with the United States Army. University staffing arrangements are in no way affected by the number of officers assigned to Illinois State University by the Department of the Army. While it is expected that the number of officers assigned to this department will increase to eight (8) by 1988, this is a reflection of the Army's assessment of the potential of this university to produce increased numbers of quality officers. It is not a decision based on the expected impact of this Minor. As stated earlier, this projected increase in faculty will have no impact on faculty staffing arrangements in any other department of the university.

B. University Staffing Impact: Approval of the Minor in Military Science as proposed will have no impact on university-wide staffing arrangements. As stated previously, the program outlined above is, in effect, already in place. The requirements contained in the Minor are currently being met by Military Science students. Comments from other Departments, as stated in Paragraph 9.C. above, support the fact that no staffing impact will be felt.

**12. Anticipated Funding Needs and Source of Funds:**

A. Within the Department of Military Science: No direct impact is expected due to this proposal. As stated in Paragraph 11.A., the Department of the Army intends to expand the staff of the Department of Military Science due the potential of Illinois State University to generate a higher number of students interested in Military Science. While growth in both areas, faculty and students, will require additional funds, all the funds for the faculty positions and additional instructional assets will be provided by the Department of the Army.

B. External to the Department of Military Science: There are no anticipated funding needs required for the university. Since the vast majority of the growth in student involvement is expected to come from those students already attending or planning to attend Illinois State University, no impact will be felt throughout the university. This is, once again, supported by the departments affected by the Professional Military Education Component as stated in Paragraph 9.C.



*Attachment 1*

DEPARTMENT OF THE ARMY  
United States Army ROTC Instructor Group  
Illinois State University  
Normal, Illinois 61761

ATOB-IL-ISU

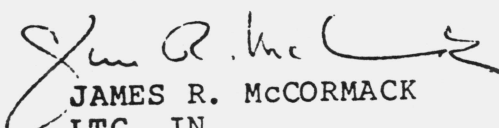
9 April 1985

SUBJECT: The Professional Military Education Program

ALL MS III AND MS IV CADETS

The "Professional Military Education (PME) Component" is an integral part of the on-campus ROTC Program of Instruction (POI). Attached is an explanation of this program which must be read and understood by all Advanced Course cadets. Failure to comply with the requirements as set forth herein could result in a delay in the date of commissioning.

1 Encl  
as

  
JAMES R. MCCORMACK  
LTC, IN  
Professor of Military Science

# Attachment 1 (cont)

DEPARTMENT OF THE ARMY  
United States Army ROTC Instructor Group  
Illinois State University  
Normal, Illinois 61761

9 April 1985

ATOB-IL-ISU

SUBJECT: The Professional Military Education Program

ALL MS III AND MS IV CADETS

1. Reference: TRADOC Circular 145-83-2, 31 October 1983.
2. Purpose: To ensure commissionees have received satisfactory academic training in various areas related to skills which will be practiced as a commissioned officer.
3. Requirement: Prior to commissioning, students must satisfactorily complete one (1) approved course in each of the following fields of study: Military History, Written Communications and Human Behavior. It is further recommended that students take one (1) course in National Security Studies and one (1) in Management.
4. Course Selection: Cadets may take any course shown on the list below to meet the requirements and therefore complete the Professional Military Education (PME) Component of the Military Qualification Standards (MQS) I Program of Instruction.
5. Deferment: The Professor of Military Science (PMS) may approve deferment of required courses for Early Commissioning Program (ECP) members only. If a requirement is deferred, students will have until graduation to complete a course in the applicable area.
6. Responsibilities:
  - a. Students are responsible for registration and satisfactory completion of the PME requirements. If applicable, students must request deferment from the PMS.
  - b. The PMS, through his staff, will monitor the progress of students toward meeting the requirements set forth above. Students not making satisfactory progress toward attaining the goals as set will be counseled by their cadre advisor.

# Attachment 1 (cont)

ATOB-IL-ISU

9 April 1985

SUBJECT: The Professional Military Education Program

7. Listed below, according to subject area, are those courses offered at Illinois State University which will satisfy the requirement in each field of study:

a. Military History

- (1) HIS 252, History of American Diplomacy II: Since 1898
- (2) HIS 279, World War II

b. Written Communications

- (1) ENG 145, Language and Composition II
- (2) ENG 247, Creative Writing
- (3) ENG 249, Technical Writing I

c. Human Behavior

- (1) PSY 111, General Psychology
- (2) PSY 112, Child and Adolescent Development
- (3) PSY 131, Social Psychology
- (4) SAS 106, Introduction to Sociology
- (5) SAS 131, Social Psychology

d. National Security Studies (Optional)

- (1) POS 151, Introduction to International Relations
- (2) POS 254, Introduction to Global Issues
- (3) POS 253, Foreign Policies of Major Powers
- (4) POS 251, International Relations
- (5) HIS 251, History of American Diplomacy I: to 1898

e. Management (Optional)

- (1) MAM 220, Business Organization and Management
- (2) MAM 221, Organizational Behavior and Administration
- (3) POS 313, Collective Decision Making

ANNEX D

APPENDIX 6: Cadet Physical Training Program

1. Purpose: To insure cadets meet the required standards on the Army Physical Readiness Test prior to attending Advance Camp and at the time of Commissioning.

2. Scope: This appendix pertains to all ISU ROTC Cadets.

3. Responsibilities:

a. Professor of Military Science: Approval and implementation of this appendix.

b. Assistant Professors of Military Science: As class advisors, to manage the participation of their students in complying with the provisions of this appendix. Attend and act as role models at mandatory PT according to schedules published by the Training Officer.

c. Cadet Chain of Command: Supervise regular and remedial PT sessions and report attendance and test results to class advisors.

d. Advance Course Cadets: Attend all regular physical training sessions (mandatory) and those remedial sessions as directed by their class advisor.

e. Contracted Basic Course Cadets: Same as Advance Course Cadets above.

f. Non-Contracted Basic Course Cadets: Except for physical training during LAB which is mandatory, participate in physical training on a voluntary basis commensurate with personal desires and recommendations given by class advisor.

4. MANDATORY PROGRAM:

a. Frequency: Mandatory PT will meet at 0730 each Tuesday at Horton Field House and will be conducted on Thursday either during the first hour of Laboratory or from 0645 to 0720 on those days when Physical Training is not scheduled during Laboratory.

b. Conduct: Exercises and runs will be led by selected MS III's under the supervision of the Cadet Battalion S-3.

c. Content:

1. At least one (1) conditioning drill with a minimum of ten (10) repetitions. (Tuesday only)

2. Pushups: As many as can be done according to APRT standards in two minutes. (Half of the participant exercise, half observe/count)

Attachment 2 (cont)

APPENDIX 6: Cadet Physical Training Program

3. Situps: As many as can be done according to APRT standards in two minutes. (Half of the participants exercise, half hold feet and observe and count)

4. Run: At least two miles in formation. The Cadets will be divided into two groups. The fast group should run in formation at approximately a seven (7) minute per mile pace. The slow group should begin at approximately an eight and one-half (8½) minute per mile pace slowing to ten (10) minutes per mile on the second mile.

d. Testing: The APRT will be administered on the second Tuesday of each month. The test will be administered and scored in accordance with the criteria in FM 21-20. It will also be given during Laboratory for all cadets at least once each semester.

5. Remedial Program:

a. Required Attendance: Those Advance Course Cadets who do not meet the standards on the APRT are required to attend Remedial PT. The standards to be met are:

1. Fall Semester:

a. September & October Tests: 180 total points and 60 points in each event.

b. November & December Tests: 200 total points and 60 points in each event.

2. Spring Semester:

a. January Test: 210 total points and 65 points in each event.

b. February Test: 220 total points and 65 points in each event.

c. March Test: 230 total points and 70 points in each event.

d. April Test: 240 total points and 75 points in each event.

b. Frequency: Monday, Wednesday, and Friday mornings at 0630 hours.

c. Conduct: Exercises and runs will be conducted by the Ranger Club cadets supervised by the Ranger Club Commander. The cadet battalion S-3 maintains staff responsibility for quality and attendance reporting.

## APPENDIX 6: Cadet Physical Training Program

### d. Content:

1. Monday and Wednesday: At least on conditioning drill, push-ups and situps (40 for males, 20 for females), a run of two miles or of 20 minutes whichever occurs first.

2. Friday: The APRT will be administered.

e. Removal: A Cadet will be removed from the Remedial Program when he/she meets the appropriate standard as set in paragraph 5a above.

f. Exceptions: Cadets identified for the Remedial Program who provide to the cadet S-3 an acceptable individual training program may be excused from the formal sessions as outlined above. They will, however, be administered the APRT every other week by an MS IV. Failure to make progress toward the appropriate standard will necessitate revocation of their exception status.

6. Failures: Any cadet who fails to adhere to the provisions of this appendix or does not make satisfactory progress in attaining the APRT standards will be referred through the cadet chain-of-command to the PMS for a determination as to whether or not he/she should be allowed to continue in the ROTC Program or be considered for disenrollment.



**4637. Evaluation in Industrial Education (3 hours)** — Fundamental concepts and terminology of the testing movement. Classification, characteristic, and use of tests in industrial education. Construction of informal tests. Use of standardized tests. Interpretation and use of test results. Utilization of advisory committees in evaluation of industrial education courses and programs.

**4647. Job Analysis and Curriculum Organization (3 hours)** — An introduction to the systematic and orderly processes of identifying and organizing instructional materials for occupational training. Experience in writing job descriptions, preparing and performing analysis, and sequencing selected course content.

**4650. Industrial Photography (4 hours)** — Use of still and high-speed photography as related to modern industrial problems and procedures. Lecture and laboratory.

**4707. Introduction to Traffic Safety (3 hours)** — A study of driver, vehicle and environment as components of the Highway Transportation System. This course involves the driver's tasks and responsibilities and the factors creating traffic accident situations. The course includes the National Safety Council's Defensive Driving Course.

**4717. Methods of Instruction in Driver Education (3 hours)** — This course is designed to prepare driver education teachers to become competent in the use of methods of instruction in driver education. It includes instructional methods in classroom, simulation, and multiple car driving range.

**4727. Teaching In-Car Instruction (4 hours)** — *Prerequisites: IE 4707 or approval of instructor.* Practical experience in teaching beginning drivers in the on-street driving phase of the driver education program. It includes classroom lecture and laboratory teaching instruction.

**4737. Program Planning in Traffic Safety (3 hours)** — A study of traffic safety programs at state and local levels including the administrative and instructional aspects of a comprehensive traffic safety program.

**4747. Instructional Management in Industrial Education (3 hours)** — The processes involved in developing a physical learning environment for teaching laboratory courses. Utilizing the teacher and the Advisory Committee in lay-out of facilities that reflect efficiency of use, safe working conditions and industrial orientation. The same criteria will be applied in identifying co-op training stations in the community.

**4767. Coordinating of Student Clubs and Leadership (3 hours)** — Coordination of formal student groups such as VICA and AIASA. A study of the management, operation and planning of these organizations. Leadership activities and exercises.

**4777. Safety Management (3 hours)** — *Prerequisites: Upper Division Standing or permission of instructor.* A study of the causes of accidents, methods of preventing accidents, personal protection. OSHA and industry, and general shop safety.

**4789. Methods of Teaching Industrial Education (3 hours)** — *Prerequisites: Upper Division Standing or permission of instructor.* Introduction to basic instructional processes appropriate for industrial education. Criteria for selecting instructional method. Emphasis on establishing measurable goals and objectives as well as individualized instruction. Types and utilization of audio-visual instructional materials.

**4807. Curriculum Building in Instructional Material (3 hours)** — The steps involved in curriculum development coordination and integration of courses and programs with emphasis on individualized instruction. Developing teaching materials (including audio-visual) appropriate in teaching a specified course. Trends in curriculum development.

**4900. Independent Study in Industrial Education (1-6 hours)** — A special problem by arrangement with a faculty member. A special report plus curriculum and/or laboratory experiences are required. Numbers are as follows: 4901 Independent Study — Curriculum Revision; 4902 Independent Study — Industrial Arts Education; 4903 Independent Study — Vocational Education; 4904 Independent Study — Driver and Traffic Safety Education.

## Graduate Course Listing

For descriptions and prerequisites see the *School of Graduate Studies* catalog.

- 5600. History and Philosophy of Vocational Education (3 hours)**
- 5610. Content and Method in Industrial Education (3 hours)**
- 5620. Administration and Supervision in Industrial Education (3 hours)**
- 5630. Career and Pre-Vocational Education (3 hours)**
- 5640. Elementary School Industrial Arts (2 hours)**
- 5650. Forest Products Technology (2 hours)** — *Prerequisite: IE 1600.*
- 5900. Independent Study in Industrial Education (1-9) hours)**

## Department of Military Science (239)

The Military Science program is a cooperative enterprise between ETSU and the U.S. Army. The program is designed to develop the students managerial and leadership abilities, introduce the student to the mission and organization of the U.S. Army, and prepare advanced course students for service as commissioned officers in the Active Army, Army Reserve, or Army National Guard.

**Major** — An academic major in Military Science is not offered at ETSU. However, completion of the program qualifies the student for a commission as a second lieutenant.

**Minor** — Students may select Military Science as a minor, consisting of 25 semester hours of study. To receive credit for a Military Science minor, students must complete Military Science III (3110 and 3120); ROTC Advanced Camp (4580); and Military Science IV (4110 and 4120).

**Substitution for Physical Education** — Basic Military Science courses may be taken in lieu of required physical education courses.

**Course Credit** — Students interested in participating in the Advanced Phase will receive basic phase credit for having prior military service, three years of junior ROTC at the high school level, or for completion of the ROTC Basic Camp.

**ROTC Scholarships** — Army ROTC scholarships pay for college tuition textbooks, laboratory fees and other purely academic expenses (pens, pencils, paper, etc.). Scholarship cadets also get a tax-free subsistence allowance of \$100 a month for up to 10 months each school year in which the scholarship is in effect. High school students interested in the four-year scholarship program, should contact Army ROTC, P.O. Box 21940A ETSU, Johnson City, Tennessee 37614. College students interested in the three, two, or one-year scholarships may contact the Military Science Department at ETSU.

**ROTC Basic Phase** — Any student may enroll in the Military Science Basic Phase. Courses listed as 1100 and 2100 series courses are considered part of the Basic Phase of Military Science. Students desiring to enter the Advanced Phase of the ROTC Program must complete four Basic Phase Courses. In cases, the PMS may waive one of these course requirements.

The basic phase is designed to introduce the U. S. Army as an institution, the military as a profession, and to impart some basic skills to all students which can be used in a civilian environment as well as the military. It includes both formal classroom instruction and field practicum periods. Subject matter deals with the organization and history of the U.S. Army, the dynamics of leadership and management, wilderness survival, mountaineering, and marksmanship.

**Basic Phase Students Incur no military obligation**, are not required to wear a uniform, and are not required to adhere to military grooming standards.

**ROTC Basic Camp** — This is a five week summer course at an Army post designed for students who have completed their sophomore year and who have not participated in the Basic

Course program or received equivalency credit. Basic Camp attendees receive regular Army pay and travel allowances. Training is practical in nature consisting of exercises in which the cadet is an active participant. There are no military or other obligations for Basic Camp attendance. Students may earn up to eight credit hours for attendance at Basic Camp.

**ROTC Advanced Phase** — Advanced Military Science cadets continue their studies in leadership and tactics with the scope of instruction expanded to include subjects such as military law, battle simulations, group dynamics, organizational management, and decision making. Advanced phase contract students receive \$100 a month up to a maximum of 20 months (equivalent to two academic years) and an appointment upon graduation as a second lieutenant. Contract students incur a military obligation in the active Army, the Reserve, or the National Guard. This obligation can consist of as little as three months active duty, with the remainder spent on Reserve or National Guard status. Students who prefer Reserve or National Guard duty will be guaranteed that they will not be assigned to active duty except for the short period needed to complete a Branch Basic Officer Course (3-6 months depending on the branch selected). Students interested in enrolling as a contract student must contact the Military Science Department for specific program requirements, guarantees, benefits, and military information.

**ROTC Advanced Camp** — Advanced Phase cadets are required to attend the Advanced Camp of approximately six weeks upon completion of the junior year of Military Science. Advanced Camp attendance is a prerequisite to commissioning, but may be delayed until completion of the senior year with the approval of the U.S. Army and the Professor of Military Science at ETSU.

### Military Science Course Listing (239)

**1110. Overview of the U.S. Army (2 hours)** — An introduction to the U. S. Army as an organization. Familiarization with basic soldier equipment. Study of development of U. S. Army.

**1120. Marksmanship (1 Hour)** — An introduction to basic marksmanship and weapons safety. Includes training and qualification with the .22 Caliber Rifle and .22 Caliber Pistol. (Same as Physical Ed 2500.)

**1130. Mountaineering (2 Hours)** — A study of basic mountaineering skills applicable to civilian as well as military environments. Includes wilderness survival training, mountain rescue techniques, and rappelling. Student may qualify as a Rappel Master.

**2110. Dynamics of Leadership and Management (2 Hours)** — A study of basic leadership concepts, principles, and traits applicable to civilian occupation as well as to the military. Emphasis is on gaining a better understanding of the leadership process and development of sound leadership techniques.

**2120. Advanced Marksmanship (2 hours)** — This course qualifies the student in the use of the pistol and rifle while emphasizing the development of the student's proficiency in marksmanship. Each student will receive personalized instructions with the police revolver, the automatic pistol and the .22 caliber match rifle. Plus, familiarization with the M-16 rifle and the riot shotgun. This is a continuation of Marksmanship 1120 which is a required prerequisite. This course satisfies Criminal Justice requirements for Police Weapons Training.

**2130. Navigation (2 Hours)** — An introduction to cross country navigation. Emphasizes physical fitness, map reading skills, compass proficiency, and environmental awareness.

**2150. Military Skills I (2 hours)** — A comprehensive view of Basic Soldier Skills to include navigation, first aid, communication, weapons and other areas related to the dynamics of the modern battlefield.

**2160. Basic Tactics (2 hours)** — A study of basic infantry squad and platoon tactics with emphasis on the tactical techniques, equipment and employment of such in modern small unit offensive and defensive operations.

**3110. Military Skills II (3 Hours)** — *Prerequisites:* Completion of the Basic Course or equivalent or approval of Professor of Military Science. Offered Fall Semester only. A comprehensive study of basic

military skills and small unit organization. Includes military map reading techniques, the organization and control of small units, and individual tactical training. Emphasis is on leadership development.

**3120. Military Skills III (3 Hours)** — *Prerequisites:* Completion of 3110 or approval of Professor of Military Science. Offered during Spring Semester only. A systematic overview of the roles and responsibilities of the Army Officer and the continued study of military skills. Includes instruction in teaching techniques, principles of war, fundamentals of land combat, and basic unit tactical training. Emphasis is on application of proper leadership techniques.

**4110. Advanced Tactics (3 Hours)** — *Prerequisite:* Completion of 3120 or approval of Professor of Military Science. Offered Fall Semester only. An intensive study of the methods, techniques, principles and doctrine for the tactical employment of military units at battalion level and below. Lessons learned will be applied through the use of battle simulations. Includes an overview of the Army Staff Organization and Functions.

**4120. Advanced Leadership (3 Hours)** — *Prerequisite:* Completion of 4110 or approval of Professor of Military Science. Offered Spring Semester only. An analysis of the individualistic and situational aspects of leadership. Focus is on the dynamics of intergroup communication and the responsibilities of the group leader in varying environment. Emphasis is placed on leadership in stress situations.

**4580. Advanced Camp (6 Hours)** — *Prerequisites:* Completion of 3110 and 3120. Training conducted at a designated U.S. Army installation that provides Advanced Course Cadets with practical experience in leadership, methods of instruction, orienteering, small unit tactics, weaponry, and communications.

### Course Sequence Requirements

To receive a commission in the U.S. Army through the Military Science program a student must successfully complete seven semester credit hours of courses at the basic level (1100 or 2100 courses), twelve hours at the advanced level (3100 or 4100 courses), and ROTC Advanced Camp (6 semester credit hours). Equivalency credit may be given for the basic level courses for those cadets who are (1) Veterans, (2) Graduates of junior ROTC programs, (3) Graduates of the ROTC Basic Camp, or (4) Graduates of the on campus special summer basic program.

Basic students may take any 1100 or 2100 level courses in any sequence desired. There are no course prerequisites in the basic course.

Advanced students must have completed the basic course or received equivalency credit. Advanced phase students should take courses in the following sequence:

3110  
3120  
4580 (Advanced Camp)  
4110  
4120

The chairman of the Military Science Department may make exceptions to this policy under unusual circumstances.

### Department of Technology (247)

**Majors** — The Technology Department offers a four-year bachelor of science degree with a major in Engineering Technology in six technical options. The technical options are (1) Construction Technology, (2) Electronics Engineering Technology, (3) Engineering Design Graphics and Modeling Technology, (4) Manufacturing Engineering Technology, (5) Surveying Technology, and (6) Industrial Technology.

The Industrial Technology option is a management oriented curriculum built upon a balanced program of studies drawn from a variety of disciplines related to industry. The graduate of the Industrial Technology option should be able to capably cope with technical, managerial and production problems.

A two-year associate degree program is offered with a major in Technology with options in Construction Technology, Design Graphics and Modeling Technology, and Surveying Technology.

**Social Sciences**

**Military Science**

The objective of the military science program, offered on an elective basis, is to impart leadership and management skills required in both civilian and military enterprises. The program affords both men and women the opportunity to be commissioned as officers in the United States Army Reserve, National Guard, or the active Army upon graduation.

**Requirements for a Military Science Minor**

\*6 to 8 credit hours from the following MS courses denoted by an asterisk (\*). All other MS courses are required. 6-8

*MS 101—Introduction to Military Science	2
*MS 102—U.S. Army: Its Evolution and Development	2
*MS 201—Leadership Principles and Techniques	2
*MS 202—Instructional Techniques and Survey of Army Career Fields	3
MS 301—Advanced Military Science I	3
MS 302—Advanced Military Science II	3
MS 401—Advanced Military Science I	3
MS 402—Advanced Military Science II	3
Electives of particular interest and value to military science as approved by military science advisor (300 level courses or above)	6
Minimum for minor	24

\*Placement credit for these courses may be given to veterans, graduates of college level ROTC summer programs, and participants in high school level ROTC programs.

The following criteria must be met by all students in order to minor in military science:

1. Acceptance into the advanced course.
2. A cumulative grade-point average of 2.3 or higher.
3. A grade-point average of 2.5 or better in the major field or area of concentration.
4. A grade-point average of 3.0 or better in military science.

The above standards may be waived, providing the cadet has a cumulative grade-point average of 2.25 or better, with the approval of a board consisting of the professor of military science, the vice president for academic affairs, and an MS IV cadet who has the rank of cadet major or above.

**Description of Courses**

**MILITARY SCIENCE**

NOTE: (2-3-3) following course title means two hours class, two hours laboratory, and three hours credit. Roman numerals I, II, III following the credit allowance indicate the semester in which the course is normally scheduled: I—fall; II—spring; III—summer.

MS 101. Introduction to Military Science. (2-0-2); I, II. Introduces the Military Science Commissioning Program, its goals, purpose, and structure. Explains the organization and makeup of our present-day military forces. Study of customs and traditions of the service. Introduces basic skills in rappelling, camping, and rifle marksmanship.

MS 102. U.S. Army: Its Evolution and Development. (2-0-2); II. Analyzes the purpose of our nation's security and defense establishments. Studies the roles of the U.S. Army, Reserves, and National Guard. Introduces the branches of the Army and their roles in the Army structure. Introduces basic skills in land navigation, orienteering, and first aid.

MS 201. Leadership Principles and Techniques. (2-0-2); I, II. Study of leadership and management principles related to both military and civilian applications. Introduction to counseling principles and techniques.

MS 202. Instructional Techniques and Survey of Army Career Fields. (2-0-2); II. A study of methods of instruction, physical readiness training, and drill and ceremonies. An analysis of the roles and missions of the branches of the Army as they relate to career fields. A study of advanced first aid procedures, leadership, and roles of officers and noncommissioned officers.

MS 301. Advanced Military Science. (2-2-3); I. Study of general military sub-relating to map reading, decision making process, and military operations.

MS 302. Advanced Military Science. (2-2-3); II. Application of leadership and management skills; branches of the Army, military weapons, and electronic communications and tactics.

MS 339. Cooperative Education in Military Leadership. (4-0-0); III. Attendance at ROTC Advanced Summer Camp. (Six weeks in duration.)

MS 401. Advanced Military Science. (2-2-3); I. Development of cadet awareness of general military subjects to include briefing techniques, military justice, and military law.

MS 402. Advanced Military Science. (2-2-3); II. Development of cadet awareness in ethics and professionalism; and exposure to military administrative procedures, and training and logistics management.

**Sociology, Social Work, and Corrections**

Programs in three academic and career-oriented areas of study are offered by the Department of Sociology, Social Work, and Corrections.

**Sociology**

The course of study offered in sociology complements a broad liberal arts education and is suitable preparation for persons wishing to pursue careers in law, human relations, industrial relations, urban and rural planning and zoning, the ministry, high school social science teaching, and a wide variety of positions in public and private agencies.

**Requirements for a Major in Sociology**

	Sem. Hrs.
SOC 101—General Sociology	3
SOC 306—Cultural Anthropology	3
SOC 406—Sociological Theory	3
SOC 450—Research Methodology	3
SOC—electives of which 12 sem. hrs. must be on the 300 level or above	18
	30

**Requirements for a Minor in Sociology**

	Sem. Hrs.
SOC 101—General Sociology	3
SOC 203—Contemporary Social Problems	3
SOC 406—Sociological Theory	3
SOC 450—Research Methodology	3
SOC—electives 300 level or above	9
	21

**Suggested Sequence of Courses for a BA Degree in Sociology**

The following program has been devised to help students in selecting courses in arranging their schedules. Close adherence to it will aid the student in meeting requirements for graduation.

**FRESHMAN YEAR**

First Semester	Sem. Hrs.
SOC 101—General Sociology	3
ENG 101—Composition I	3
SCI 103—Introduction to Physical Sciences	3
General education requirement	3
*HIS, GEO, or GOVT general education requirement	3
PHED—activity course	16

Second Semester	Sem. Hrs.
SOC 203—Contemporary Social Problems	3
ENG 102—Composition II	3
BIOL 106—Introduction to Biological Sciences	3
General education requirement	3
HIST general education requirement	15

**SOPHOMORE YEAR**

First Semester	Sem. Hrs.
SOC—elective	3
HLTH 150—Personal Health	3
ENG—literature	3
GEO or GOVT general education requirement	3
Minor requirement	3
General elective	16

Second Semester	Sem. Hrs.
SOC 306—Cultural Anthropology	3
SOC—elective	3
General education requirement	3
MATH general education requirement	3
General elective or minor requirement	16

\*Students seeking teacher certification should consult their advisors.

### Admission to the Teacher Education Program.

Each student working on a degree leading to certification as a public school teacher will have made application for admission to the Teacher Education Program during the second semester of the sophomore year. At the time of application for student teaching, the student will have met the following requirements: (applications must be approved by Industrial Education advisor for student teaching).

1. An overall standing of 2.00.
  2. An average of C (2.00) in Freshman English - 101 and 102.
  3. Satisfactory completion of the Cooperative English Test.
  4. Satisfactory completion of the Speech and Hearing screening.
- All students should take required test at earliest opportunity. Call 762-6851 "Testing Center" for date, time and place—generally given once a semester.
5. Approval of admission by the student's academic advisor.

### Eligibility for Student Teaching.

Admission of a student into the Teacher Education Program does not automatically qualify him for admission to student teaching. To be eligible for student teaching, the student must have met the following requirements:

1. Grade point average of 2.25 in the area in which student teaching is to be done.
2. Completion of at least 90 hours of college work with a minimum of 2.25 standing.
3. Special methods courses VTE 470, 474, 471, and 575 must be completed before student teaching. VTE 471 must be taken the semester immediately preceding student teaching. PSY 260 must be taken during student teaching.
4. The Director of Field Placement and the student's academic advisor for student teaching must approve all applications for student teaching and may ask the student to defer until he/she is better qualified.
5. Students must be mentally, physically, and emotionally capable of teaching boys and girls.
6. Students may not enroll for more than 19 hours during the professional semester, (8 hours of student teaching plus a 2 hour seminar (non credit) and a maximum of 9 hours of course work). No course may be taken while student teaching is in progress unless approved by the Department of Industrial Education's advisor for student teaching.
7. Evidence of liability insurance in the amount of \$100,000.

### Policies Related to Placement in Student Teaching

1. Assignment of a student teacher is made by the Director of Field Placement in cooperation with local school authorities and IAE's advisor for student teaching.
2. Assignments are made after the application deadline dates of March 1 for the Fall Semester, October 1 for the Spring Semester. Changes in assignments are not normally permitted after they have been approved by the public schools.
3. Assignments will not be made in the high school from which an applicant graduated.
4. Assignments will be made in accordance with the student's preference when conditions permit. The quality of assignments will take priority over personal considerations.

## Department of Military Science

Chairman: Randell G. Routt; Faculty: Bosking, Dutt, Jeffery, Lawton, Routt, Rowlett, Stevenson

### Curriculum Outline for Four-Year Program Minor in Military Science Army Officer Commission as 2nd Lt. in U.S. Army Reserves, National Guard, or Active Army

Freshman Year		Sophomore Year	
Course-Prefix-Number	Credit	Course-Prefix-Number	Credit
Basic Survival, MIL 104	1	Land Navigation, Orienteering and	
Marksmanship, MIL 102	1	Rappelling, MIL 205	2
General Education	12	Advanced Survival, Canoeing, and	
Major Requirements/Electives	17	Backpacking, MIL 204	2
		Military History of the United States, HIS 333	3
	31	General Education	15
		Major Requirements/Electives	15
			37



## College of Industry and Technology

Junior Year		Senior Year	
Course-Prefix-Number	Credit	Course-Prefix-Number	Credit
Study of Organizational Leadership, MIL 301	3	Advanced Leadership and Management, MIL 401	3
Tactics, MIL 302	3	Theory and Dynamics of the Military Team, MIL 402	3
Leadership Laboratory, MIL 100	1	Leadership Laboratory, MIL 100	1
Advanced Camp Practicum, MIL 303	3	General Education	10
General Education	11	Major Requirements/Electives	11
Major Requirements/Electives	18		28
	39		

Students enrolling in MIL 100- and 200- (Basic) level courses incur no obligation, are under no special dress code, wear no uniform, and take laboratory (MIL 100) only on a voluntary basis. Students with over 70 semester hours should have approval of the chairman before enrolling in a MIL 100 or 200 course. Constructive credit can be awarded for non-Military Science courses, toward the basic course requirements, if approved by the chairman. HIS 333, Military History of the United States, can be substituted for 3 hours of basic military science courses.

Six total hours of MIL 100- and 200-level courses meet basic course prerequisites for enrollment in the advanced course. Two of the six hours should be 100- level classes taken the freshman year. Two hundred level classes can be substituted for 100-level when approved by the chairman. Students must be on contract to enter advanced courses and must meet required physical, aptitude, and minimum GPA requirements.

Students desiring a Military Science Minor must complete at least 21 hours of Military Science, with at least 12 hours in MIL 300- and 400-level courses.

Three credit hours will be awarded to students who enroll for MIL 303, ROTC Advanced Camp. MIL 100 Leadership Lab, is optional for basic course students but required for advanced course students.

Students completing the advanced course 8 months prior to graduation, or having a GRFD contract may be commissioned in the Army Reserves or National Guard prior to graduation.

Total hours required for degree depends on academic major and/or area of study. Scholarships pay full tuition, books and fees. Scholarship students and all MIL 300 and 400 advanced course students are paid \$100 per month.

Students in NG and USAR under SMP are paid additional drill pay at no less than SGT E-5 pay. Scholarship students are expected to take at least one semester of a foreign language.

One-hour ROTC activity course can be counted toward teacher certification requirement for activity course.

### Curriculum Outline for Two-Year Program Minor in Military Science Army Officer Commission as 2nd Lt. in U.S. Army Reserves, National Guard, or Active Army

First Year		Second Year	
Course-Prefix-Number	Credit	Course-Prefix-Number	Credit
Study of Organizational Leadership, MIL 301	3	Advanced Leadership and Management, MIL 401	3
Leadership Laboratory, MIL 100	1	Theory and Dynamics of the Military Team, MIL 402	3
Tactics, MIL 302	3	Leadership Laboratory, MIL 100	1
Advanced Camp Practicum, MIL 303	3	General Education	10
General Education	11	Major Requirements/Electives	11
Major Requirements/Electives	18		21
	39		

The two-year program is designed for transfer students and MSU students who wish to earn a commission as an Army Officer, but did not participate in the four-year program. Students desiring to participate in the program must gain credit for basic Military Science Courses. This credit can be awarded to students who are veterans, certain National Guard and Reserve personnel, and students who completed Jr. ROTC in high school. College freshmen and sophomores, or other students with at least two years remaining in college, may gain credit for basic Military Science courses through completing a six-week ROTC leadership practicum at Fort Knox, Kentucky, MIL 206, or an on-campus practicum MIL 207, which are conducted each summer. Students participating in MIL 206 and MIL 207 must have the approval of the chairman of the Military Science Department, prior to enrollment in these practicums.

Fitness & Lifetime Activities, PE 100 .....	1	1
Algebra & Trigonometry, Math 113 (or Algebra, Math 111 & Plane Trigonometry, Math 120) .....	5	
*Calculus for non-Math Majors, Math 222 (or general elective) .....		5
<b>Sophomore Year</b> .....	<b>F</b>	<b>8</b>
Organic Chemistry, Chem 222-224 (or Organic Chemistry, Chem 120 & Chem elective) .....	4	4
*Statistical Methods I, Stat 341 (or general elective) .....		3
Genetics, Bio 371 .....	3	
General Microbiology, Micr 231 .....	4	
Cytology & Nutrition, Micr 332 .....		4
Principles of Economics I, Econ 201 .....	3	
Introduction to Sociology, Soc 100 .....		3
Communication elective (approved list) .....	3	
Elective .....		2
<b>Junior Year</b> .....	<b>F</b>	<b>8</b>
Elementary Physics, Phys 111-113 .....	4	4
Humanities electives (approved list) .....	3	3
Junior Composition, Engl 300 .....		3
Immunology, Micr 422 .....	3	
Biochemistry, Chem 260 .....	4	
Microbiology elective .....		3
Social Science elective (approved list) .....		3
Elective .....	2	
<b>Senior Year</b> .....	<b>F</b>	<b>8</b>
Seminar, Micr 440 .....	1	1
Microbiology electives .....	4	4
*Quantitative Analysis, Chem 232 (or general elective) .....	4	
*Computer Programming & Data Processing, CSC 271 (or General elective) .....		4
Elective (recommend 1-3 credits of Microbiology Problem, Micr 441) .....	7	7

\* These courses are highly recommended for the undergraduate preparing for Graduate School. One year of Organic Chemistry is required for acceptance into the Microbiology Graduate Program.

Undergraduate Courses

- PS 223 Principles of Plant Pathology I, 3(2,2) F  
(See description in Plant Science)
- 231 General Microbiology 4(2,4) FSSu  
Principles of basic and applied Microbiology. P, Chem 100, 110 or 112.
- DS 301 Dairy Microbiology 3(2,3) S  
(See description in Dairy Science.)
- 310 Environmental Microbiology 4(2,4) S  
Microbiology of water, air and surfaces in man's environment. Standard methods for detecting and controlling pathogens and non pathogens. P, 231.
- 311 Food Microbiology 3(2,3) F  
Microbiology of fresh and processed meats, dairy products, vegetables and modern convenience foods. Laboratory quality study of food preservation, processing spoilage. P, 231.
- 332 Cytology & Nutrition 4(2,4) S  
Morphology, cytology, nutrition, metabolism and growth of microbial cells. P, 231.
- 412 Soil Microbiology 3(2,3) S  
Microbial flora of agricultural soils and biochemical changes brought about by this flora. P, 231.
- 422 Immunology 3(2,3) F  
Immunology and immunochemistry, mechanisms of immunologic injury, and their application to clinical immunobiology. Serological techniques for detecting and measuring the presence of antigens or antibodies in specimens and production of immune serum. P, 231.
- 423 Pathogenic Microbiology 4(2,4) FS  
Host-parasite relationships, pathogenesis, pathology, laboratory diagnostic tests, and treatment of animal and human diseases. Laboratory study of

- morphology, cultural characteristics, and specific diagnostic techniques for these etiologic agents. P, 231.
- 440 Seminar 1(1,0) FS  
Presentation of topics based on microbiological literature in scientific journals. Senior status or consent.
- 441 Microbiology Problem (1-3) FSSu  
Microbiological problems associated with current research or teaching. Practical laboratory experience is encouraged for seniors majoring in Microbiology. 6 credits maximum. P, consent of instructor and senior standing.
- PS 453 Mycology 3(2,3) F  
(See description in Plant Science.)
- Zool 467 General Parasitology 3(2,3) S  
(See description in Biology)
- 494 Cooperative Education/Internship/Field Experience\* 1-12 FSSu  
Supervised practical experience or internship in Microbiology. Prior arrangements must be made with a staff member to be eligible. A maximum of 4 credits will count toward minimum requirements of major. P, consent of instructor.
- 497 Special Topics (1-4) FS  
Selected topics to provide specific knowledge and technical experience in current areas of research and development. Recent topics have included anaerobic techniques, organ and tissue culture, aquatic Microbiology, and advanced medical Microbiology. P, senior standing and consent of instructor.

Graduate Courses

- DS 522-622 Advanced Dairy Microbiology 4(2,4) S  
(See description in Dairy Science.)
- 524-624 Virology 3(2,3) S  
Viral characterization, structure and replication. Pathogenesis and pathology of viral diseases in man and animals. Laboratory exercises in viral structure, isolation and characterization. Pathology of animal viral infections. P, 422 or consent.
- 536-636 Molecular and Microbial Genetics 4(4,0) F  
A basic course in molecular genetics. Examples to illustrate genetic principles are drawn from all forms of life. P, Bio 371. General microbiology recommended.
- 537-637 Systematic Bacteriology 4(2,4) F  
Techniques for isolation, identification, classification, and preservation of bacterial cultures are presented. Current topic areas and theory in taxonomy and nomenclature are discussed in detail. P, 332 (or equivalent) and consent of instructor.
- 592-692 Advances in Microbiology 1-4 S  
In-depth study of selected areas or specialties within Microbiology to strengthen and expand the current knowledge and technical skills of advanced undergraduate and graduate students in Microbiology. Prerequisites will vary depending upon the area studied. P, 231 and consent of instructor.
- 713 Industrial Microbiology 4(2,4) S (Offered in 1983)
- 738 Microbial Metabolism 4(2,4) S (Offered in 1984)
- 742 Graduate Seminar 1(1,0) FS
- 790 Thesis in Microbiology 5-7 FSSu

Military Science (Mil)  
(Army ROTC)

College of Arts and Science

LTC Todd, Professor of Military Science; Assistant Professors; MAJ Watson, MAJ Cunningham, CPT Bertholf, Instructor SGM Taylor, SFC Jay

Army ROTC offers two programs: the four-year program consisting of the basic and the adventure courses and the two-year program consisting of the advanced course preceded by a six-week basic camp. These programs are open to all those enrolled full time. Tuition and fees are not charged for ROTC courses.

The objective is to prepare you for continued education and development as commissioned officers in the U.S. Army Reserve or Regular Army. Instruction covers aspects of military science common to all branches of the Army. The aim, in conjunction with other college disciplines, is to provide some military education which develops



attitudes and understandings that facilitate transition to military service on a part- or full-time basis.

### Minor in Military Science

A minor in Military Science is available for those who complete 12 credits offered and who enroll and complete MS 494 Internship. This minor is compatible to fields of major studies.

### Basic and Advanced Courses

The Basic Course, first two years of military science, is normally taken during the freshman and sophomore years. This is an orientation on the ROTC program to include organization of the services, evolution of warfare, and awareness of the objectives and instruments of national security and strategy. Basic development of principles of management and leadership through practical application and case study of historical examples. **By enrolling in the basic ROTC course, you make no commitment to the U.S. Government.**

The Advanced Course, last two years of military science, is normally taken during the junior and senior years but is also open to qualified graduate students, veterans, and members of National Guard/U.S. Army Reserves. The overall objective of the Advanced Course is to develop inherent capabilities as a leader and manager through attributes of self-discipline, integrity, and a sense of responsibility.

All those enrolled in the Advanced Course must:

- (1) Have completed the Basic Course, Senior Division ROTC, or its equivalent, or received placement credit for honorable active service (Veteran or National Guard Basic), or have had 90 contact hours with the ROTC department, or take the freshman and sophomore ROTC classes during summer school.
- (2) Be a U.S. citizen and able to complete the Advanced Course, graduate, and be commissioned prior to age 30. On a selected basis age waivers may be to age 34.
- (3) Be physically qualified under standards prescribed by the Department of the Army.
- (4) Successfully complete such survey and general screening tests as may be prescribed.
- (5) Be selected by the Professor of Military Science and the president of this institution.
- (6) Sign written agreement.

Upon completion of the Advanced program, students are eligible for commission as second lieutenants in the Army.

### Army ROTC Advanced Camp

Attendance at Advanced Camp is required of those enrolled in the Advanced Course, normally upon the completion of the junior year. The six-week camp will ordinarily open in June. ROTC students attending camp will receive approximately \$600. You are also paid a travel allowance and are furnished food, clothing, and quarters. Summer camp for SDSU is held at Ft. Lewis, Washington.

Provides practical instruction which supplements on-campus instruction by experience in both garrison and field training environments; opportunities to develop and demonstrate leadership capabilities in simulated tactical situations through problem analysis, decision making and troop leading experiences and challenges you physically and mentally.

### Uniforms

Those enrolled in the Basic Course will be furnished a fatigue uniform to be worn during specified lab activities. Students enrolled in the Advanced Course are furnished an officer-type uniform and fatigues.

### Monetary Allowance

Students enrolled in the Advanced Course are paid \$100 a month, nontaxable, for up to 20 months. Selected students, concurrently members of the USAR/ARNG and Army ROTC, are eligible to receive reserve pay and Army ROTC entitlements. Additionally, South Dakota Army National Guard members receive state tuition assistance.

### Army ROTC 2-year Program

Students who do not attend the Army ROTC Basic Course and transfer students may qualify for the Advanced Course by attending a paid six-week basic camp during the summer between the sophomore and junior years in lieu of the Basic Course.

Those interested in admission to the 2-year ROTC program should contact the Professor of Military Science of SDSU during the first semester of their sophomore year.

Transfer students should communicate with the PMS to determine eligibility.

### Army ROTC Scholarship

The Army offers 4-year, 3-year, 2-year and 1-year scholarships. In general, these provide \$100 per month, and finances to cover tuition, books and laboratory fees during specified periods. Students in ROTC may compete for the scholarships during the spring. Scholarships are awarded on the basis of grades, ROTC Qualifying Test scores, leadership ability and the individual's interests in an Army career. For more information, contact the Professor of Military Science or consult the Financial Assistance Handbook.

### Requirement for Commission

On successful completion of the Advanced Course, including advanced camp, and graduation from a college or university, a candidate is eligible for a U.S. Army commission as a second lieutenant. Selected candidates may be commissioned into the Reserve Forces prior to graduation if all other criteria are met.

## Courses

### 101-102 Military Science I 1(1,\*) FS

Fundamentals of leadership and management. Organization of the Army and ROTC. Military geography and the use of maps. Fundamentals of marksmanship, military geography, and range firing."

### 201-202 Military Science II 1(1,\*) FS

Operations of military teams. Historical growth and development of the Army's role in national security. Emphasis on magnitude of the management implications. Functions, duties and responsibilities of junior leaders and their historical role. Military history, policies, experiences and tradition in peace and war."

### 301-302 Military Science III 2(2,\*), 3(3,\*) FS

Case studies in military leadership and management. Analytical situations producing learning experiences through group dynamics and human relations. Delegation of authority and responsibility, span of control, coordination, planning and decision making. Evaluation of situations with emphasis on the student's ability to express managerial decisions clearly and with authority."

### 494 Military Science Advanced Camp\* and Internship 4, Su

ROTC six week Advanced Camp supplements on-campus instruction by giving practical experience in a field training environment. Provides opportunities to develop and demonstrate leadership capabilities in various situations, with emphasis at the small group level, through problem analysis, decision making, and troop leading experiences. Challenges you physically and mentally and provides a practical introduction to Army life. Course grade derived from student's overall camp evaluation results and a paper on the training, management analysis of internship experience. P, 302.

### 401-402 Military Science IV 2(2,\*), 3(3,\*) FS

Functional role of a Lieutenant. Emphasis on small unit leadership and management. Provides detailed knowledge of staff operations, techniques of resource management, human relations skills and military law. Places you in a realistic staff or command role to gain actual experience prior to commissioning."

## Leadership Development Lab

### Military Science I and II Laboratories

A series of labs on military-related subjects such as map reading, orienteering, reconno, mountaineering, weapons training, and various physical activities. Schedule to be arranged.

### Military Science III Lab

Duties and responsibilities of junior leaders, emphasis on developing confidence, proficiency, and physical fitness.

## Military Science IV Lab

Application of leadership principles, stressing responsibilities of the leader and affording experience and developing potential through the planning, conduct, and execution of training managerial experiences.

\* Minimum of 15 hours of laboratories required

\*\* Elective course work required within other disciplines such as natural sciences, social science, humanities, and foreign language for scholarship recipients

## Music (Mus)

### College of Arts and Science

Professor Hatfield, head; Professors Piersel, P. Royer, Walker; Associate Professors H. Berberian, Colson, Faulmann, Johnson, Wright; Assistant Professors, Spencer, Vensand; Instructors A. Berberian, R. Royer.

It is the responsibility of the music department to culturally serve and enrich the university community. Students are served through several options offered: participation in various academic courses, participation in making music (performance) in a variety of music organizations and/or through Applied Music (private instruction in performance), and by attending the various cultural programs presented by the department throughout the year.

#### General Information

Several courses are offered to non-majors to stimulate the appreciation and understanding of music as a dynamic cultural force in our civilization, and/or to provide opportunities for further development of **Musical Skills** for lifetime enjoyment and for future avocational pursuits. Credits earned in some of these courses may be applied toward Humanities requirements of the University Core.

- A. Courses which do not require previous musical knowledge or instructor consent: Music Appreciation — Mus 100; Music Appreciation in Music Theatre — Mus 200; Blues, Jazz and Rock Survey — Mus 300.
- B. Courses which require some musical background and consent of instructor: All 100 and 200 Applied Music Courses (Private or Class Instruction in Voice, Keyboards, Strings, Woodwinds, Brass or Percussion). Music Literature courses (I, II, III, IV); Basic Musicianship I & II (Music Theory)
- C. **Performance Groups (audition with director required):** Concert Choir, Marching Band, Statesmen, Concert Band, University Chorus, Symphonic Band, Chamber Singers, Jazz Band, Symphony Orchestra, Woodwind Ensembles, String Ensembles, Brass Ensembles, Opera Theatre, Percussion Ensemble and Broadway Musical Production.

#### The Music Major or Minor

Degrees offered for a major are the Bachelor of Arts in Music (B.A. — Music) or the Bachelor of Music Education (B.M.E.). The latter leads to teaching certification.

#### Bachelor of Arts — Music Major Program

General Studies & Electives (B.A. & University Core plus electives)	70 hrs.
Music Curriculum:	
Basic Musicianship (Theory & Literature)	32 hrs.
Performance (Applied Music & Ensembles)	20 hrs.
Senior Recital or Honors Recital	0.2 hrs.
Music Electives	4.6 hrs.

Total 128 hrs.

This program is recommended for those whose intellectual temperament is more suited to a Liberal Arts program rather than the professional Bachelor of Music Education program. It provides an appropriate background for some candidates for advanced degrees preparing for such careers as musicologists, composers, music

librarians, or teachers. Classical or jazz performance, composition, analysis or history and literature may be elected. (Students may pursue the B.A. and combine teaching certification by adding the appropriate Music Education courses and Professional Education courses found in the B.M.E. program.)

This program is also recommended for those who want **double-major** or who want a complimentary area such as Art, Dance, Drama, Foreign Language, Business, Electronics, and Radio-Television. Careful planning with advisers from music and these other disciplines is extremely important in considering schedules.

#### Bachelor of Music Education Program

General Studies (University Core)	37 hrs.
Music Curriculum:	
Basic Musicianship (Theory & Literature)	32 hrs.
Performance (Applied Music & Ensembles)	21 hrs.
Senior Recital	0 hrs.
Music Methods & Pedagogy	12 hrs.
Professional Education	26 hrs.

Total 128 hrs.

• This program is recommended for those who wish to gain teacher certification. An emphasis in choral or instrumental teaching may be elected, or, by adding appropriate hours, students may prepare in **both areas**.

#### Specific Courses Required for Choral Emphasis

Choral Conducting, Mus 361; Elementary & Jr. High Vocal Methods, Mus 351; Vocal Pedagogy I, II, III, IV, Mus 270-271, 370-371.

#### Specific Courses Required for Instrumental Emphasis

Instrumental Conducting, Mus 361; Music Education: Marching Band, Mus 362; Instrumental Pedagogy I, II, III, IV, Mus 270-271, 370-371.

#### Music Requirements: (All music majors)

1. Music Majors in all degree programs must choose an area of Applied Music (MuAp — known as the applied major) for specialization and must meet the proficiency standards of the department.
  - a. A jury examination at the end of each semester is required.
  - b. Students must apply for and gain approval to advance to the 300-400 levels of Applied instruction.
  - c. A minimum of 6 hours of 300-400 level Applied Music is required.
2. Auditions: Admission requires successful completion of an audition in the applied major area.
3. Functional piano proficiency is required of all majors.
4. Voice or Instrumental Proficiency is required of all Keyboard majors.
5. Foreign Language is strongly recommended for students whose applied concentration is voice in the B.M.E. program. 14 Hours of Foreign Language is required of all students enrolled in the B.A. program.
6. Ensemble Requirements:
  - a. In addition to the applied music, all music majors must participate in at least one major ensemble each semester that they are enrolled as a regular university student (minimum of seven semesters)
    - wind and percussion students must elect Band, including two semesters (minimum) of Marching Band.
    - string students must elect orchestra
    - voice students must elect an appropriate choral group
    - keyboard majors may elect any of the above organizations to satisfy this requirement
  - b. Small ensembles (Chamber Singers, String ensemble, Jazz ensemble, Brass, Woodwind or Percussion Ensembles) participation is also required of all music majors. A minimum of three semesters is required in small ensembles (Keyboard majors may elect Accompanying).

- 483 **Personal Management for the Fire Service.** (3) Examines personal practices, management procedures, investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics: promotion, personnel development, et cetera. Prerequisites: ACCEPTANCE INTO THE OPEN LEARNING FIRE SERVICE PROGRAM FOR IN-SERVICE FIRE/SAFETY PERSONNEL BY THE DIRECTOR OF NON-TRADITIONAL PROGRAMS.
- 484 **Fire Prevention Organization and Management.** (3) Examines and evaluates the techniques, procedures, programs and agencies involved with fire prevention. Consideration is given to related governmental inspection and education procedures. Prerequisite: ACCEPTANCE INTO THE OPEN LEARNING FIRE SERVICE PROGRAM FOR IN-SERVICE FIRE/SAFETY PERSONNEL BY THE DIRECTOR OF NON-TRADITIONAL PROGRAMS.
- 490 **Internship in Law Enforcement.** (12) Off-campus practical work experience in law enforcement setting. Seminars and written reports required. Prerequisite: approval of the Internship Coordinator and Junior or Senior Status. EVERY SEMESTER.
- 491 **Internship Seminar.** (3) A seminar designed to bring together all experiences acquired during internship for discussion and analysis. A complete overview of the Criminal Justice System as observed by interns. Prerequisite: Concurrent with LEA 490. EVERY SEMESTER.
- 495 **Seminar in Criminal Justice.** (1-3) Study of specific criminal justice topics not covered in-depth within the current Law Enforcement Administration curriculum. Topic(s) to be announced prior to enrollment. (Repeatable under different topics.) For a total of 6 hrs. Prerequisites: Open only to junior and senior students. Consent of instructor prior to enrollment. AS NEEDED.
- 499 **Honors Research Project.** (3) The preparation of an undergraduate research project in a criminal justice related area under the direction of a committee of two, chaired by the instructor of record from the department. Prerequisite: Honors Program Students. EVERY SEMESTER.

## DEPARTMENT OF MILITARY SCIENCE

STOVALL, Chairman; Mordica, Clawson, Weaver, Skelly, McGovern.

A student enrolled in the Military Science program seeking a commission in the U.S. Army Reserve may major in any recognized discipline within the University.

The Military Science program provides instruction in leadership and management in preparation for employment in business or industry, secondary level teaching, and Government and/or public service.

### Requirements for Commission

1. Completion of requirements for baccalaureate degree (may be waived).
2. Department core in Military Science under the 4-year program (22 sem. hrs.)
  - a. Introduction to Military Science 111 and 112 (2 sem. hrs.)  
or  
Introduction to Military Science 113 (2 sem. hrs.)
  - b. Basic Military Science 211 and 212 (4 sem. hrs.)
  - c. Intermediate Military Science 311 and 312 (6 sem. hrs.)
  - d. Physical Education 190 (Run For Fun) (1 sem. hr.)
  - e. Advanced Summer Camp (6 sem. hrs. placement credit)
  - f. Advanced Military Science 411 and 412 (6 sem. hrs.)
  - g. Maintain "C" average in Intermediate and Advanced Military Science courses.
  - h. History 304 (3 sem. hrs.)
3. Departmental core in Military Science under the 2-year program (16 sem. hrs.)
  - a. Basic Summer Camp or equivalent training (6 sem. hrs. placement credit)
  - b. Intermediate Military Science 311 and 312 (6 sem. hrs.)
  - c. Physical Education 190 (Run For Fun) (1 sem. hr.)

- d. Advanced Summer Camp (6 sem. hrs. placement credit)
- e. Advanced Military Science 411 and 412 (6 sem. hrs.)
- f. Maintain "C" average in Intermediate and Advanced Military Science courses.
- g. History 304 (3 sem. hrs.)
4. Maintain a University Cumulative Grade Point of 2.0 or better.

#### Advanced Placement

Students with prior military service or those who have completed one or more years at a service academy or two or more years of Junior ROTC may receive credit for Advanced placement.

#### Minor in Military Science

Students may pursue a minor in Military Science that focuses on management, leadership, and areas that relate to military career patterns. Minor requirements: 15 semester hours of Military Science core at the junior and senior level plus one approved elective course in an area other than the student's major for a total of 18 semester hours. Electives must be approved by the professor of Military Science.

#### Extra-Curricular Activities

A variety of extra-curricular activities are offered for all students enrolled in ROTC. A description of these may be found in the Student Handbook.

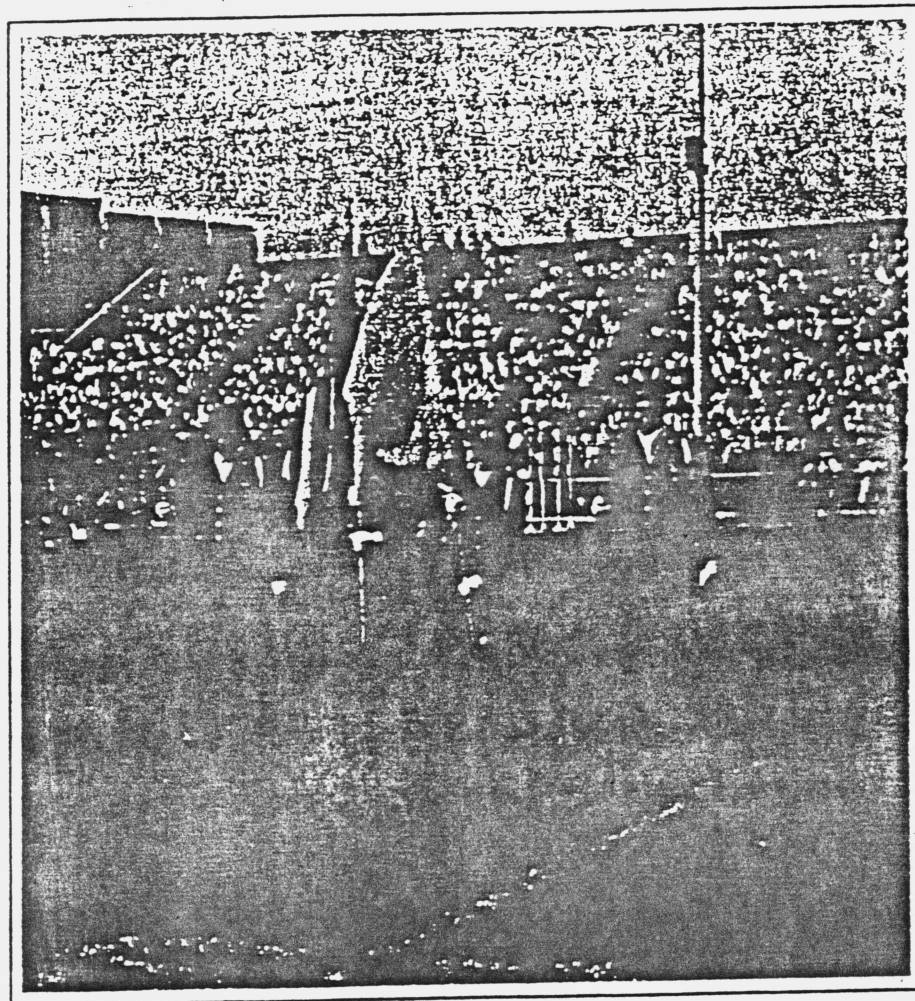
### COURSE DESCRIPTIONS

- 111 Introduction to Military Science. (1) Introduction to the Reserve Officers' Training Corps and the Military Service which includes overview of officer specialties, career options, and service options. A survey course providing military knowledge in support of citizenship responsibilities in contemporary American society. FALL. 15 hrs. lect.; 3 hrs. lab; voluntary field trips.
- 112 Introduction to Military Science. (1) Introduction to the Study of Leadership: Tools and principles of leadership; the military leader; the influence of the group. Introduction to military customs and traditions. Laboratory introduces military skills. Prerequisite: MS 111 and/or consent of the PMS. SPRING. 15 hrs. lect.; 3 hrs. lab; voluntary field trips.
- 113 Introduction to Military Science. (2) A combination version of MS 111 and 112 for students entering program in mid-year. SPRING. 30 hrs. lect.; 6 hrs. lab; voluntary field trips.
- 211 Basic Military Science. (2) Methods of Military Instruction and introduction to the military's role in society. Includes a brief introduction to educational psychology applicable to military instruction and effective techniques in presentation. The role of the Army in national defense is introduced. Laboratory continues the development of military skills. Prerequisite: MS 111 and 112 or 113 and/or consent of the PMS. FALL and SPRING. 30 hrs. lect.; 6 hrs. lab; voluntary field trips.
- 212 Basic Military Science. (2) Military Map Reading and Land Navigation and the introduction to military leadership and management. Application of map reading with introduction of practical exercises. Prerequisite: MS 211 and/or consent of the PMS. SPRING. 30 hrs. lect.; 6 hrs. lab; field trip required.
- 298 Individual Studies. (1-3) Special projects in Military Science carried out under the supervision of a faculty member. Prerequisite: Permission of the PMS.
- 311 Intermediate Military Science. (3) Theories and Techniques of Military Leadership: Seminar format concentrating on individual and group processes and interaction, leader-group interaction, organizational demands, communications, and counseling; Leadership styles and behaviors. Review of Land Navigation. Laboratory for application of leadership techniques and preparation for Advanced Summer Camp. Prerequisite: MS 111 and 112 or 113 and MS 211 and 212 or ROTC Basic Camp and consent of PMS. FALL. 30 hrs. lect.; 30 hrs. lab; field trip required.



- 312 **Intermediate Military Science. (3)** Tactical Organization and Operations: Considerations in small unit operations, operations orders and reports, control systems, rifle platoon in the attack and defense, patrolling and specialized operations. Laboratory for preparation for Advanced Summer Camp. Prerequisites: MS 311 and consent of the PMS. SPRING. 30 hrs. lect.; 30 hrs. lab; field trip required.
- 411 **Advanced Military Science. (3)** Staff procedures at the company and battalion level; military justice and security. Applicatory leadership laboratory. Prerequisite: MS 312 and consent of the PMS. FALL. 30 hrs. lect.; 15 hrs. lab; field trip required.
- 412 **Advanced Military Science. (3)** Company level administration, logistics, and maintenance; and Active Duty Orientation. Applicatory Leadership Laboratory in preparation for active duty. Prerequisite: MS 411 and consent of PMS. SPRING. 30 hrs. lect.; 15 hrs. lab; field trip required.
- 498 **Individual Studies. (1-3)** Special projects in Military Science carried out under the supervision of a faculty member. Prerequisite: Permission of the PMS.

NOTE: See page 50 for additional information on the ROTC program.



## DEPARTMENT OF MILITARY SCIENCE

Freudenberger House 28, Phone 836-5791

Department Head: Professor, LTC Stanton Curbow, M.S.E.

Assistant Professors: MAJ Michael A. Bohannon, M.B.A.; CPT Larry R. Gordon, B.A.; CPT John L. Hutchinson, B.S.; MAJ Clifford K. Long, B.S.; CPT Brian P. O'Leary, B.S.; CPT Harold G. Rose, M.Ed.; MAJ Grayson D. Roulston, B.G.S.

Instructors: SGM William McDonald, Jr., MSG Rubel C. Gomez, SFC Jerry W. Estell, SFC Mellard L. Miller, SFC Bobby W. Trollinger.

Military Science provides an additional dimension to a student's educational program. Students that participate in Military Science courses receive leadership, managerial and confidence-building training that will be of great value to them in any career they seek.

The Military Science Program at SMSU is divided into two elective programs: the Basic Course and the Advanced Course.

**Basic Course:** The Basic Course encompasses two freshman and two sophomore Military Science courses. There are no prerequisites for participating in any of the four courses offered, they may be taken in any sequence, and participants incur no military obligation. These courses are similar to all other college courses in that they carry academic credit and do not have uniform or appearance requirements. The primary objective of Basic Course subjects is to provide all students with a full understanding of the United States Army and to qualify them for the Advanced Course in the event they elect to continue in the Military Science program. Subjects taught in the Basic Course include Leadership, History of ROTC, Communications, Marksmanship, Rappelling, and Land Navigation.

**Advanced Course:** The Advanced Course includes the Junior and Senior courses. The primary objective is to prepare qualified students for military service in the United States Army or the United States Army Reserve. All Advanced Course students receive \$100 per month for 10 months of the Junior and Senior year and attend Advanced Camp, normally during the summer between the Junior and Senior year. Compensation is received for travel and for time spent at camp. Advanced Course students, upon graduation, are commissioned Second Lieutenants and serve either 3 years in the Active Army or they may serve 3-6 months in the Active Army and fulfill the remainder of their commitment in a Reserve unit.

Effective in the school year of 1982-83, all students enrolled in the advanced course, prior to being commissioned as officers in the Army, are required to take at least one course in each of the following five fields of study: human behavior, written communication skills, military history, national security policy, and management.\* The baccalaureate degree and a course in military history, written communication skills and human behavior, must be completed prior to commissioning.\*\* Course work in the other two fields may be deferred, with the permission of the department head, if their completion would require the student to carry an academic overload. The military history requirement is satisfied with HST 315.

\*To determine suitable courses, contact the Military Science Department.

\*\*The written communication skills and human behavior requirements are satisfied by meeting university General Education requirements.

**Scholarships:** The Army ROTC scholarship program offers four-year scholarships to selected high school seniors. Three and two year scholarships are awarded annually on a best qualified basis. Any fulltime University student may apply. All scholarships pay for tuition, books, fees and other educational expenses. They also pay the student \$100 a month during each academic year.

**Basic Camp:** Students with at least two academic years remaining in their course of study (undergraduate, graduate or combination) that have not completed more than two semesters of Military Science can complete the Basic Course requirements by participating in Basic Camp or by attending Summer School. Pay and allowances are received for Basic Camp participants. (See MIL 225)

All non-US citizens, in order to complete regulatory requirements, must have department permission prior to enrolling in military science.

Veteran students and students with prior Military Science training, including Junior ROTC, may be eligible for advanced placement in the Military Science program.

**Uniform and Text:** Textbooks are supplied for all ROTC classes. Uniforms are not required for Freshman- and Sophomore-level student. Advanced Course students are furnished all required uniform items.

**MINOR:** Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education. Minor can be satisfied by completion of not less than 18 hours selected from: MIL 101, 102, 211, 212, 301, 302, 411, 412, 414, and HST 315. This is a non-certifiable minor for the Bachelor of Science in Education degree.

**BASIC COURSES**

**MIL 101** Introduction to Military Science. 2(2-0) F.S.

Prerequisite: Less than 75 semester hours, or permission. History, organization and mission of ROTC; rifle marksmanship; communications methods to include the use of radios and telephones.

**MIL 102** Land Navigation Techniques and Military Leadership. 2(2-0) F.S.

Prerequisite: Less than 75 semester hours or permission. Map reading, land navigation, mountaineering techniques, Army and ROTC organization structure.

**MIL 211 (111)** Basic Wilderness Survival Skills. 2(2-0) F.

Techniques of survival in various situations and climates; pistol marksmanship.

**MIL 212 (112)** Organization and Functions of the Army. 2(2-1) F.S.

Branches of the Army, the role of the U.S. Army Reserve and Army National Guard. Marksmanship, drownproofing, and rappelling are stressed in the laboratory.



MIL 220 (120) Basic Military Science Fundamentals. 2-5 Summer Only.

Prerequisite: permission. Organization and mission of ROTC; the role of the U.S. Army in American history and the application of the principles of war; leadership theory and practice; introduction to military operations and basic tactics; instruction in marksmanship, rappelling, land navigation and communication.

MIL 225 (125) Basic Military Science Practicum. 5. Summer Only.

A six-week course conducted at Fort Knox, KY. The training is rugged and intensive with emphasis placed on leadership application, practical work and physical conditioning. Training will be conducted 6 days a week out-of-doors and requires active participation by all students. Enrolled students receive compensation for travel, lodging, and food.

#### ADVANCED COURSES

MIL 301 (201) Military Leadership and Operations. 3(2-1) F.

Prerequisites: MIL 212, permission. Leadership, its principles, responsibilities and techniques. Functions of the leader; special

problems in applied military teaching techniques and in applied military assets; leadership theory and practice.

MIL 302 (202) Military Skill Building. 3(3-1) S.

Prerequisites: permission. Small unit tactics, communications, leadership theory and practice. One field trip is required.

MIL 411 (311) Military Qualification Skills for the Advanced Cadet. 3(2-1) F.

Prerequisites: permission. Command and staff concept and evaluation, organization for operations, world change and military applications, the composition and mission of various military teams, leadership theory and practice.

MIL 412 (312) Transition from Cadet to Lieutenant. 3(3-1) S.

Prerequisites: permission. Military law, obligations and responsibilities of an officer; military personnel and administrative management; ethics and professionalism, leadership theory and practice. One field trip is required.

MIL 414 (314) Readings/Research in Military Science. 1-3, F.S.

Prerequisite: permission. Planned readings and/or research for seniors requiring additional credits to qualify for a degree. May be repeated to a total of 3 hours.

## DEPARTMENT OF NURSING

1030 East Grand, Phone 836-5310

Department Head: Assistant Professor Joanne M. Gordon, M.A., M.S.N.

Professor: Elizabeth C. Harkins, R.S.M., Ph.D. (West Plains).

Instructors: Sarah Cody, M.P.H.; R. Jean Fields, M.S.N.; Barbara O'Brien, M.S.; R. Connie Weston, M.Ed.

Bachelor of Science in Nursing. The Department of Nursing offers a Junior-Senior level nursing program leading to a Bachelor of Science in Nursing degree (BSN). Degree candidates must be registered nurse graduates of associate degree or diploma nursing programs. Admission to this program is by application and selection as stated in the admission policies listed below.

A. General Education Requirements .....	34-39
To include SOC 150(3) and PSY 121(3) or 125(3).	
B. Major Requirements .....	66
Lower division nursing (30)*	
Upper division nursing major requirements (36):	
NUR 301(3), 305(3), 341(6), 365(5), 442(6), 481(7),	
MGT 341(3) and SOC 341(3)	
C. Electives to total .....	124

\*Thirty hours lower division transfer credit will be awarded after successful completion of nursing challenge tests.

These hours will be credited only on the BSN degree.

A maximum of six hours (6) in the Contemporary Problems Series (NUR 310, 320, 330, 340 and 350) will be allowed for the degree.

A maximum of six hours in NUR 363 and six hours in NUR 399 will be credited toward the degree.

NUR 199, 363, 365 and the Contemporary Problem Series may be taken by students in other department and as continuing education courses by non-degree seeking registered nurses.

#### Admission Policies:

1. Acceptance of application to the University by the Office of Admissions. (NOTE: Admission to the University does NOT automatically constitute acceptance for the professional program in nursing. The Department of Nursing's Admissions, Promotion and Graduation Committee will make recommendations on each application.)
2. Current licensure as a registered professional nurse or graduate nurse in the State of Missouri. R.N. licensure is mandatory prior to enrolling in a clinical course.
3. Successful completion of required nursing challenge tests.
4. Eligibility for junior standing (60 hours or more which includes 30 hours credit for nursing courses).
5. Minimum of "C" grade in the following courses: Human Anatomy, Human Physiology, Chemistry (laboratory course required), and Microbiology or Bacteriology.
6. GPA of 2.5 or greater on a 4.0 scale, based on at least 30 hours college work. Students with GPAs between 2.0 and 2.5 will be considered on an individual basis.
7. Three professional nursing references.
8. A written statement indicating reasons for pursuing a baccalaureate degree in nursing and future career goals.
9. An admission conference with a member of the Department of Nursing Faculty.

# Attachment 9 142 WEST TEXAS STATE UNIVERSITY

- 210. **Engineering Physics I.** Prerequisite: 102 or consent of instructor; co-requisite: MATH 201. The mathematical treatment (calculus) of mechanics, energy, and waves. 3 3 0
- 211. **Engineering Physics II.** Prerequisite: 210. The mathematical treatment (calculus) of electricity, magnetism, and modern physics. 3 3 0
- 301. **Solar Energy: Residence and Rural Systems.** Alternative energy (solar, wind, biomass) for residence and rural application. 3 3 0
- 302. **Wind Energy and Wind Turbines.** Introduction to wind characteristics, wind turbine types, design of wind turbines, experimental results, and economics. 3 3 0
- 311. **Atomic Physics.** Prerequisites: 102 or 211, MATH 201. Important developments which have taken place in the twentieth century. 3 3 0
- 312. **Electricity.** Prerequisites: 102 or 211, MATH 201. Electric field, potential energy relationships, electromagnetic waves. 3 3 0
- 341. **Laboratory Problems.** Designed to accompany 311, 312, 401. One or two semester hours at a time. May be repeated with different content to a total of 6 semester hours. 1-6 0 0
- 390. **Introduction to Astronomy.** Descriptive approach to planets, stars, galaxies. 3 3 0
- 399. **Special Topics.** Prerequisite: Permission of instructor. 1-6 0-6 0-12
- 401. **Classical Mechanics.** Prerequisite: 210, co-requisite: MATH 202. Particle and extended body dynamics; force fields; energy; momentum. 3 3 0
- 432. **Thermodynamics.** Prerequisite: 210, co-requisite: MATH 202. Equations of state, ideal gases, first and second laws of thermodynamics, entropy, and statistical methods. 3 3 0
- 496. **Research.** Selected individual research problems. Completion of a problem which is much more extensive than the problems encountered in normal classwork. 2-4 0 0
- 499. **Honors.** Prerequisite: Senior standing and approval of department head. Completion of a senior thesis or research project by a student who is a candidate for graduation with special honors in the department. 3 0 0

## **DEPARTMENT OF MILITARY SCIENCE (MS)**

**Department Head:** Jonathan W. Searles, 302 Old Main  
**Faculty:** Buckhester, Garcia-Leahy, McHargue, Williams, Wooster

### **UNDERGRADUATE PROGRAMS**

The military science curriculum is divided into basic and advanced programs, each of which normally requires two years to complete. The courses offered in both the basic and advanced programs complement all curriculum fields, and the basic courses meet requirements for mandatory physical education activity courses. Courses in the basic program are open to all students, require no

uniforms, have no haircut policies and incur no military service obligation. Students interested in enrolling in MS 290, should apply early in the spring semester. Entry into the advanced program, normally taken during the junior and senior years, is based upon successful completion of the basic program, or successful completion of MS 290. Both male and female students are eligible to enroll in all military science courses. Required course items, including books and uniforms, are furnished at no cost to the student.

#### **BASIC PROGRAM**

The basic military science program consists of four courses: MS 101, 102, 201, and 202. The following courses may be substituted with permission of the Department of Military Science; MS 299, HIST 206, PE 148, and PE 159. The basic program is structured to be taken in sequence, but variations are allowed with department approval. Credit for the basic program, and qualification for the advanced program, may be obtained by successful completion of MS 290. MS 290 is designed for the student who wants to enter the advanced program and has not completed the course requirements of the basic program. All course materials, including textbooks, are supplied at no cost to the student. There is no military service obligation incurred during or upon completion of the normal basic military science program, or MS 290.

#### **ADVANCED PROGRAM**

The military science advanced program consists of the following courses: MS 321, 322, 400, 421, 422. Prerequisites: Basic course (See basic course description). Students with prior military service, Junior ROTC training or who are members of the National Guard or Army Reserve, may receive placement credit for all or part of the basic course.

Students enrolled in the military science advanced course are paid a subsistence allowance of \$100 per month, up to a maximum of \$1000 per year. These students incur either an active or reserve forces military service obligation. Textbooks, uniforms and other required course materials are provided at no cost to the student.

#### **REQUIREMENTS FOR A MINOR**

A student who completes 18 semester hours in military science courses will fulfill the requirements for a minor in military science.

#### **MILITARY COMMISSION**

Upon successful completion of the advanced military science program, a student may receive a commission as a second lieutenant in the United States Army Reserve or Army National Guard. Upon receipt of a bachelor's degree, a student who has completed the advanced program may apply for active duty. Distinguished military graduates may apply for commissioning in the Regular Army.

## MILITARY SCIENCE COURSES CONDUCTED AT AREA JUNIOR COLLEGES

The WTSU Department of Military Science teaches four basic courses at Amarillo College. Although taught off campus, these courses enable a junior college student to earn up to 4 semester hours of credit at WTSU. A student who completes all four of these basic courses or 290 will fulfill the basic military science program requirements and will be eligible for enrollment in the advanced military science program upon admission to West Texas State University, or at any university offering a four-year senior ROTC program.

### UNDERGRADUATE COURSES

101. **Introduction to Military Skills.** A unique opportunity to learn rappelling, basic mountaineering, land navigation and outdoor skills which emphasize improving self-confidence. This activity-based course allows the student to learn by doing. This course is open to all students in the University. (Optional Field Trips) 1 1 1
102. **Introduction to Leadership.** Prerequisite: MB 101 or department approval. Introduction to leadership theory, styles and principles. Begins to develop students leadership ability by placing them in challenging situations both inside and outside the classroom which require quick judgments, sound decisions and close teamwork. Includes application of leadership theory, using practical exercises and case studies. Rappelling and mountaineering exercises are used for outside practical application of leadership skills. (Optional Field Trips) 1 1 1
201. **Intermediate Military Skills.** Prerequisites: MB 102 or permission of instructor. A fast-paced activity and theory experience with mountaineering (rappelling), map and compass techniques, leadership techniques, training theory and practice, and wilderness first aid. 1 1 2
202. **Leadership Assessment.** Prerequisite: MB 201 or permission of instructor. A performance oriented course to fine tune and assess the student's leadership skills using various leadership assessment techniques for future leaders. 1 1 2
290. **Basic Summer Training.** Six weeks of intensive field training conducted by the US Army at Fort Knox, Kentucky. Consists of training in military subjects, leadership development, and physical conditioning. The student will receive a travel allowance and a salary of approximately \$500 while enrolled in the course. May be taken as an alternative to the basic program; and also may be substituted for physical education activity courses. 4 0 0
299. **Special Topics.** Prerequisite: None. Offered on demand. Topics will vary. Yhs-13-05-0
321. **Advanced Leadership Development.** Prerequisite: Basic program. Leadership studies of problems facing junior leaders in today's Army. Includes an overview of opportunities and responsibilities of Army officers, typical organizations where junior officers can expect assignments, and leadership techniques applicable within the military and civilian environment. Reviews the psychology of leadership, human behavior counseling, inter-group communication, human relations, management of personnel and resources and the decision-making process. 3 3 2

322. **Small Unit Operations.** Prerequisite: Basic program. Fundamentals and techniques of military tactics at the small unit level. Includes a review of combat orders and combat planning with emphasis on the principles of offense and defense in combat operations. Attention is focused on map reading, patrolling, combat intelligence, tactical communication, and troop leading procedures. 3 3 2
400. **Advanced Summer Training.** Prerequisites: 321, 322. Six weeks of intensive training conducted by the US Army at Fort Riley, Kansas. Emphasis is placed on leadership development and practical training in military weapons and tactics. Normally taken between the junior and senior years. The student will receive a travel allowance and a salary of approximately \$600 while enrolled in the course. 4 0 0
421. **Military Professional Ethics and Law.** Prerequisites: 321, 322. A study of the military as a profession, military professional ethics and their effect on leadership. Emphasis is placed on the use of case studies and practical exercises to examine contemporary military issues. A study of the fundamentals of military law is also included. 3 3 2
422. **Military Management and Administration.** Prerequisites: 321, 322. A study of the fundamentals of military administration. Develops written and oral communication skills. Emphasis is placed on the management of resources and administration of training in relation to the duties and responsibilities of a newly-commissioned officer in the United States Army. 3 3 2

**PHILOSOPHY** — See Department of History for course descriptions

## DEPARTMENT OF POLITICAL SCIENCE

Department Head: Travis McBride, 110 Old Main

Faculty: Brown, Calvi, Coleman, Jackson, Marsh, Shelly, Stephens, Thoman

**UNDERGRADUATE MAJORS AND PROGRAMS:** Political Science, Criminal Justice Administration, Public Administration, Social Sciences, Social Studies Education

### REQUIREMENTS FOR A MAJOR

#### POLITICAL SCIENCE

Political Science 30 semester hours, including 101 or 250, 102, 231, 442  
Recommended 345, MATH 360

#### PUBLIC ADMINISTRATION

72-73 semester hours of prescribed courses which fulfill the requirement for the major and first minor

Accounting 231, 232, 371 or 391

Administrative

Services 312, 313

# Illinois State University

Department of History

April 1, 1985

Lt. Col. James McCormack  
Professor of Military Science  
Department of Military Science

Dear Jim,

In response to your letter of 13 March and our meeting, I would like to answer the questions you have raised about the impact of a minor<sup>in</sup> military science. As I see it now there are two possible scenarios. The first would be for the History Department to respond to your minor with little or no change on our part. The second would require the formulation of at least one course and require the retraining of a historian currently in the Department or the addition of a quarter-time appointment.

As for the first option, the Department is offering one course (World War II) which is already suitable for your students and presumably would be acceptable in your proposed minor. If we continued to offer that course there would be little need for curriculum change, changes in staffing, and no funding needs on our part. Since it would require little change and no money, there is much to be said for pursuing this option. However, from my understanding of your needs, the current course offerings in the Department are not perfect.

Thus the second scenario, while perhaps somewhat more expensive, I believe would lead to a better military science minor. In this option the History Department would send through the curricular process a new course proposal, probably titled "The History of War in the West." I perceive this as probably a 200-level course that would in the beginning be offered once a year and as your program developed it would<sup>be</sup> offered every semester. I think that if such a course were finally approved by the university, it would be attractive not only to your minors but would also have wide appeal on the campus. The funding for it would be at the present rate of reimbursement for history faculty, approximately \$8,000 per year. If you believe that the second option is in fact the better one, I hope that you would include in your funding request for your new program the quarter-time position for us in the History Department.

I wish you good luck in the pursuit of the military science minor.

Sincerely,



Dr. William W. Haddad  
Professor and Chair



# Illinois State University

Department of Psychology

March 27, 1985

James R. McCormack  
Lieutenant Colonel, U.S. Army  
Professor of Military Science

Dear LTC McCormack:

Thank you for seeking our input concerning the proposed curriculum changes.

1) The department offers a sufficient number of sections of PSY 111, 112 and 131 and does not anticipate any problems created by the addition of these students.

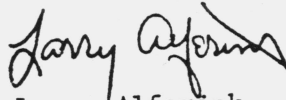
2) No curricular changes would be required to accommodate these students, nor does this preclude our ability to meet other curricular needs.

3) We have sufficient staff to cover the necessary number of sections.

4) All departments are underfunded and Psychology is no exception. However, the costs involved in teaching a few additional students in 100-level courses where additional seats are available are not substantial and are from budgets where the costs are most easily absorbed.

I hope this is of help to you in the development of your proposal.

Sincerely,

  
Larry Alferink  
Chair

LA/mr

# Illinois State University

ATTACHMENT 12

College of Arts and Sciences

Department of Sociology, Anthropology and Social Work

March 19, 1985

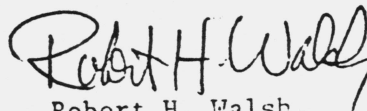
Professor James R. McCormack  
Professor of Military Science  
Department of Military Science  
Illinois State University

Dear Professor McCormack:

The impact of your proposed program would only be positive as far as our department is concerned. It would have a slight positive effect on our existing programs, would require no curricular changes, no changes in staffing and no changes in funding. In addition to SAS 106, Introduction to Sociology, let me also point out that 131 is also taught as SAS 131 as well as PSY 131. Therefore, we would appreciate your listing the choices as PSY 111, 112, PSY 131 or SAS 131 and SAS 106 or CJS 101.

If there is any further information that I may provide you, please let me know.

Sincerely,



Robert H. Walsh,  
Chairperson, SASW  
Professor, Sociology

ATTACHMENT 13

# Illinois State University

College of Arts and Sciences  
Department of English

April 11, 1985

To: Col. McCormack  
From: Bill Woodson, Acting Chair  
Re: Courses in English for the proposed minor in Military Science

The English Department will be glad to accommodate your students.

Normal-Bloomington, Illinois  
Phone: 309/438-3667

Stevenson Hall  
Normal, Illinois 61761

## ACADEMIC SENATE MINUTES

February 26, 1986

Volume XVII, No. 11

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Call to Order

Roll Call

Approval of Minutes of February 12, 1986

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEM: Ad Hoc Committee Report on Financial Exigency Procedures  
Approval of Revision #2 with amendments.

- INFORMATION ITEMS:
1. College of Business Bylaws
  2. Proposed Changes in ASPT Document
  3. ISU Constitution Constitution Change Proposed by  
Rules Committee (2.18.86.1)
  4. Academic Calendars (1987-1991)

Committee Reports

Communications

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate)

February 26, 1986

Volume XVII, No. 11

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:05 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Mr. Parr called the roll and declared a quorum present.

Approval of the Minutes of February 12, 1986

Mr. Belknap had changes on Page 5 of the February 12, 1986 Minutes:  
V. D. items 4. and 5. had a change listed on Revision 1:  
4. "Section V.F." the word section had been added  
5. "Section V.A." the word section had been added; also add: "8"

Also, Item V. F. had been changed from V. E. to V. F.

XVII-78

Ms. Wertheimer moved to approve the minutes of February 12, 1986 as corrected (Second, Powell). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz had no comments.

Vice Chairperson's Remarks

Mr. Ferry announced results of the Student Body Board of Directors' election: Student Body President, Kevin Ritter; Vice President, Jim Bailey. Fourteen senators had been elected from the ACT party; with two senators being elected from the BEARS party. These Senators would be seated at the April 16th Academic Senate meeting.

Student Body President's Remarks

Mr. Neff congratulated the students that had won the elections. The new President of the Student Body Board of Directors would be taking over March 20 or 23.

Administrators' Remarks

Mr. Watkins had an excused absence.

Mr. Strand announced that the President was entertaining a Chinese delegation at his home this evening.

He announced that Wednesday, March 12, during Spring Break Milner Library would be closed for Illinois Power Company to do repairs.

Mr. Gamsky reported the recommendations that would be forwarded to the Board of Regents Staff on student fees. These could change between now and the March Board of Regents meeting. There would be no increase in the Athletic and General Services fee; no increase in the Bone Student Center/Braden Auditorium fee; no increase in the General Activity fee; no increase in the Student Health Service fee; no increase in the University Arena fee; no increase in the University's parking decal fee. Recommendations were submitted for a \$1.25 per student per semester increase in Talent Grant fee; an increase in the Recreation and Athletic Facilities fee of \$3.00 per semester; and a \$35.00 per semester increase in room and board rates in residence halls.

Mr. Mohr asked if there was a \$1.00 decrease in the student activity fee. Mr. Gamsky replied "no". Support for talent grants from the Student Activity Fee has been in the process of being phased out. Some thought it inappropriate to provide student funds for Talent Grants. Rather than increase student activity fees, the assessment was identified as Talent Grant money.

#### ACTION ITEM

#### Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2)

Mr. Belknap presented Revision #2 of the Ad Hoc Committee Report on Financial Exigency Procedures. Committee members included: Larry Belknap; Douglas Delong; Patrick O'Rourke; Kyle Sessions; Mack Bowen; and Harvey Zeidenstein.

Mr. Belknap explained that the committee had met after the last Senate meeting to consider suggestions made by senators. The results were changes shown in Revision #2. The underlined portions of Revision #2 were changes that had been made.

- I. "an employee" They replaced the word appellant with the word "employee" throughout the document.
  - IV. "who may participate" referring to the advisor  
added sentence: "The employee's advisor shall not be a licensed attorney."
  - V. D. 4. Added item 4: "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee."
- This changed the numbering of 4, 5, 6, and 7.
- V. F. Added sentence: "The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.E. 2-3."

Mr. Belknap moved approval of the Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2) (Second, Zeidenstein).



XVII-80

Mr. Goldstein offered a freindly amendment to IV. Right to Advisor:  
Addition of: "allow a non-participating observer who is a licensed attorney". \*(withdrawn)

Mr. Belknap asked if the person would be in attendance at the two-person hearing panel.

Mr. Delong commented that there was no place in the document that states a limit on the number of people that the employee can bring to the hearing panel. This is unlike the Academic Freedom document which does limit specifically the number of persons in attendance. There is no reference to observers. He assumed that an attorney could be an observer and that an employee could request a recess to confer with such an observer.

Mr. Goldstein withdrew his request for a friendly amendment.

Mr. Moran asked why an employee's advisor could not be a licensed attorney.

Mr. Belknap replied that the two person hearing panel that would be appointed might be at a disadvantage in feeling as if they would have to come up with an attorney. Students could be on the panel, and would not care to be involved with a legal matter that involved attorneys.

Mr. Moran thought it would be feasible, practical, and beneficial for an employee to have a licensed attorney to at least sit in as an observer, and possibly advise him as to what would be a good course of action.

Mr. Zeidenstein stated that Mr. Delong's comments addressed this situation, and also that there was nothing in the document that precludes a licensed attorney from being a non-participating observer. The rational for this included reasons stated at the last Senate meeting. If there is a participating attorney for the employee, then it may well be that the University administration would ask for a lawyer. Two lawyers present might be twice as bad as one. The fact-finding function of the two-member committee might be left out and legal arguments take over. In theory, the purpose of the two-member hearing panel is to look for facts and see if the proper process has been followed. Section V. B. states what the purview of the committee is: "limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case..." The committee felt that there was no need for attorneys.

Mr. Moran asked if an attorney could sit in and observe.

Mr. Zeidenstein said "yes". Nothing in this document precludes that. Section C. states "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." A lawyer is not prevented from observing. The committee could adopt other procedures which did leave out attorneys.

Mr. Goldstein referred to D. 4. "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee. He thought this statement did not fit in here. It should be moved.

- XVII-81 Mr. Goldstein moved that V. D. 4. on Revision 2 to below D; and create a new item E. "Structure of the Hearing Panel" with D. 4. as E. 1. "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee." Then re-letter E. to F. and F. to G. Add Item E. 2. The employee may exercise one pre-emptory challenge of the appointment of members of the hearing panel. (Second, Lorber).

Ms. Roof asked if licensed attorneys were precluded from serving on the Financial Exigency Committee. Mr. Zeidenstein answered, "no". Ms. Roof asked if another line could be added that stated: licensed attorneys can not serve on the Financial Exigency Review Committee. Mr. Zeidenstein said this would not be consistent. A person serving on the committee would not be acting in a legal status.

- XVII-82 Mr. Zeidenstein moved a friendly amendment that V.D. 4. not be moved, but that the words "Ensure that" be added at the beginning of the present Item D. 4. (withdrawn later).

Mr. David Strand stated that if a challenge were incorporated in the procedures, then provision should be made for the University to also have the right to one pre-emptory challenge of the appointment of members of the hearing panel.

- XVII-83 Mr. Strand moved that the words "The University or the employee" shall be added to the Item E. 2. amendment, as a friendly amendment. (Accepted).

Mr. Spence pointed out that the appointments to the committee are made by the President of the University. It would not necessarily be clear that the University needed a challenge.

Mr. Strand said this should be considered, but would not be used in a court of law.

Mr. Goldstein thought this would be like impeaching one's own witness.

Mr. Strand stated that while the President made the appointments to the committee, if he had a limited number of names in the pool of choices, he does not have an opportunity to screen the committee appointees.

Mr. Goldstein accepted the friendly amendment. Mr. Lorber as second, also accepted.

- XVII-84 Mr. Shulman suggested the use of and/or. "The employee and/or the University". Mr. Goldstein thought or would be sufficient.

Mr. Ken Strand asked for clarification as to which friendly amendment we were talking about.

Mr. Zeidenstein withdrew his friendly amendment.

- XVII-85 Mr. Shulman persisted that the words and/or should be used. Goldstein agreed. Mr. Lorber suggested using the word "Both" at the beginning of the sentence. (Accepted).

Mr. Belknap thought that Mr. Zeidenstein's suggestion of adding the words "Ensure that" to the front of D. F. should be considered.

Mr. Goldstein thought there was a need for his amendment.

XVII-86 Mr. Madore called the question. (Second, Mottram). Motion carried by a 2/3 majority. One negative vote.

(XVII-81) Vote on the Goldstein Amendment. Motion carried on a voice vote.

"E. Structure of the Hearing Panel

1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel."

Relettering of F. and G.

Mr. Spence responded to Mr. Delongs previous comments. He pointed out that in Item V. C. "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." These rules are created by the committee itself. The committee can decide not to have attorneys present as observers. Moreover, even if they were allowed, there is nothing in this document which allows a participant to request a recess to consult with such an attorney. He felt that if the Senate wished to allow an attorney present as an observer, and the employee the right to consult with such an observer, it should be clearly spelled out in the document in Article V. C.

Mr. Ken Strand supported this statement. He suggested another amendment.

XVII-87 Mr. Spence moved the following friendly amendment: Add to Article IV.: "a licensed attorney may be present as a non-participating observer."

XVII-88 Mr. Mottram suggested re-wording the amendment: Add to V. C.: "although a licensed attorney may be present as a non-participating observer and may consult with the employee during recesses in the hearing." (Second, Strand)

XVII-89 Mr. Zeidenstein offered his own amendment as a substitute for the one on the floor: Add to V. C. "However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses." (Second, Ken Strand).

Mr. Mottram had no problem with Mr. Zeidenstein's substitute amendment. He withdrew his motion.. He suggested adding: "Recess time shall be provided for the purpose of consultation with attorneys."

Mr. Zeidenstein asked how many recesses is not specified. Someone could ask for a recess every five or ten minutes with that kind of wording. The question should be left up to members of the hearing panel.

Mr. Mottram withdrew his amendment in favor of Mr. Zeidenstein's amendment. Mr. Ken Strand agreed as seconder.

XVII-89

Mr. Zeidenstein's substitute motion carried on a voice vote.

Mr. Spence saw ambiguity in Section V. A. "The President shall appoint members to a thirteen member Financial Exigency Review Committee." Does the President choose these members from a pool, or simple rubber stamp the six members recommended by the Academic Senate?

Mr. Zeidenstein said as he read the document, the President approves the six faculty members recommended by the Academic Senate.

Mr. Mohr did not think the first sentence of V. A. was necessary.

Mr. Belknap said this could be a matter of due process. It is rather clearly written how the persons are chosen. This document was brought forth from a previous committee.

Mr. Spence said the language was not carefully worded. In one instance it speaks of "a" committee and in another "the" committee. He thought it might come to a question of legality. How is this committee constituted. He thought the first sentence of V. A should be deleted. Mr. Strand said that this document had stemmed from the original Financial Exigency Committee which was a standing committee advisory to the President. He thought the original committee had tried to be consistent with the original document.

Mr. Shulman saw no problem. The president could veto membership if he was unhappy with it.

Mr. Zeidenstein said the wording was consistent with the financial exigency procedures document adopted by the Senate February 23, 1983, which read: "The Financial Exigency Committee is a standing committee, advisory to the President in the processes of identification and declaration of financial exigency, and the implementation of these Financial Exigency Procedures. It has nine members: One student and two faculty members of the Academic Senate Budget Committee, including the chairperson of that committee; etc..." Nothing in the document stipulates that the President shall appoint these members. He thought that the first sentence of V. A. should be deleted.

XVII-90

Mr. Mottram moved that the Section V. A. read: "The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:" (Second, Spence). Motion carried on a voice vote.

(XVII-79)

Vote to approve Financial Exigency Appeal Procedures as amended carried on a voice vote.

Mr. David Strand asked that this be noted as a unanimous vote; and that a copy of the final document be distributed to the Senate, separate from the minutes of the meeting.

## INFORMATION ITEMS

### College of Business Bylaws

Mr. Shulman, Chairperson Rules Committee, presented the College of Business Bylaws as an information item. The Rules Committee recommended this document. There were no questions.

### Proposed Changes in the ASPT Document

Mr. Spence, Chairperson of the Faculty Affairs Committee, presented the Proposed Changes in the ASPT Document. He stated that the proposals reflect an on-going process that has been going on for about a year. It began with an Ad Hoc Committee created by the Senate, then was sent to the University Review Committee, and from there went to the Faculty Affairs Committee. Copies have been provided of all the recommendations. He suggested on behalf of the Faculty Affairs Committee that these changes be approved as a package. It was regarded as a compromise between various conflicting points of view, and it would be a great disservice to try to divide it up and vote on any particular portion separately or in isolation.

Mr. Madore questioned Section IV. B. on the first page: "The CFSC shall inform the DFSC in writing of any actions taken." This did not seem to fit.

Mr. Spence said there were a number of possible actions described in this article. In the second sentence, the CFSC would review persons recommended for tenure. The CFSC has the obligation to endorse the DFSC's decision or make an alternate recommendation. The CFSC has the duty to review the DFSC recommendations regarding the distribution of salary allocation money, and DFSC recommendations for distributing salary equity money. In any case where the CFSC takes action, it is expected of them to inform the DFSC in writing.

Mr. Madore felt that this essential item in the middle of all the other parts added to his confusion.

Mr. Goldstein had a question on the additional funds used for salary increments. Was there any discussion in the committee about faculty members determining distribution of these funds as well as due process.

Mr. Spence asked if he meant funds outside of the ASPT system.

Mr. Goldstein referred to X. C. "Personal service funds, other than the salary increase funds defined in X.A.1., may be utilized as supplemental salary increases for individual faculty members covered by the ASPT system. The Dean, with prior approval of the affected department's DFSC, shall recommend such salary increases to the Provost. Half of such increases shall come from the department's salary equity funds allocated under article V.F." He was concerned about equity funds outside the ASPT process.

Mr. Spence said he probably meant X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." The wording here means that whatever the appropriated amount of money by the State Legislature for salary increases for faculty, must be distributed through the ASPT process. If there is other money determined

by the Provost, that money ~~is to~~ <sup>may</sup> be distributed outside of the ASPT process. That money is outside of the system. There are no safeguards.

Mr. Goldstein asked if there were money distributed outside of the ASPT process, was there any means for discussion or control of those funds.

Mr. Schmaltz pointed out the statement in X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." That implies that it would be a "category of faculty" and not based on likes or dislikes.

Mr. Spence said there had always been money available outside the system. Last year money was distributed outside the ASPT system from variance money that was created by internal processes. What is new about the language in Article X. A. 1., is that it is very specific in requiring all the appropriated money to flow through the ASPT process. Two years ago that did not happen. Money that was appropriated by the state legislature did not all go through the ASPT process. Some was skimmed off the top and distributed according to market equity procedures that created quite a controversy.

Mr. Kirchner asked if the purpose of X.A.1. was to see that all the money appropriated went through the ASPT process, then why does X.A.2. start out with "After deducting designated funds for University-wide equity adjustments..." This seemed to him a contradiction.

Mr. Spence replied that it was not a contradiction. The ASPT document allows the University Review Committee to conduct university-wide equity adjustments. There are very explicit procedures set forth in the ASPT document, Art. II. D.

Ms. Ann Elder, for the University Review Committee, explained that the ASPT document Article II. D. provides that: "However, the URC shall develop an appropriate equity distribution plan, which shall be approved by the faculty members of the Academic Senate prior to implementation." This is quite different from market equity adjustments. It has been two years since this process has taken place.

Mr. Spence referred to a sheet that had been distributed to senators at their places this evening, "Exceptional Merit Money - Faculty Ratios 1982 - 1984". This relates to Article X. B. 10. b. "Each year after the DFSC makes it merit decisions, it will determine the percentages of its salary increase funds to be allocated to the various merit categories subject to the following two restrictions. (i) No salary increment shall be provided to individuals who receive insufficient performance ratings. (ii) For each 1% of the faculty placed in the exceptional merit category, a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." This is a breakdown by department (33 departments) for the latest three years for which data was available. The sheet shows the number of departments whose ratio falls within indicated ranges. The figure .25 is a very middle figure, whereas the figure .5 suggested by the URC was extremely high.

Mr. Lesch asked what would happen in years where the ~~OTI~~ <sup>SPI</sup> was .5% to .7%. If it was felt by individual DFSC's that everyone would have to get ~~OTI~~ <sup>SPI</sup>, what effect would .5% have on this.



Mr. Spence said that this rule would preclude a department from distributing money equally, on an equal percentage basis, unless it chose to rate everyone in the department as meritorius or less. This mandates that if you categorize someone as having exceptional merit, there must be a minimum financial award consistent with that rating.

Mr. Schmaltz asked about X. A. 1. "Nothing in this article shall preclude the addressing of salary inequities in a manner directed by the Board of Regents or Board of Higher Education." He asked for an example of this.

Mr. Spence cited an example from the December 6th University Report that the Board of Regents Salary Hike Proposal which intended to take ISU from the bottom 25% of the salary range into the top 25% within an eight year period. This is an example of a salary proposal. The Board is concerned that our salaries are lowest at the full professor level, less low at the associate professor level, and not so bad at the assistant professor level. The Board would probably direct that more of the money be used for full professors than for associates, and more for associates than assistants. This is an example of a salary scheme that may be recommended to us by the Board of Regents.

Mr. Schmaltz said that as a member of JUAC, he was present when this report was presented. In practicality, they are a long way from coming up with the money. At this point they seem to be a long way from having a specific package stating how to spend the money.

Mr. Spence said the Board of Regents and the Illinois Board of Higher Education are superior to our ASPT system, and if they want to tell us how to spend the money they have every right to do so.

Mr. Belknap referred to X. B. 10. b. on the 0.25%: "a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." It was mentioned that the URC recommended .5%. What is this percentage now?

Mr. Spence said there is no requirement at all in the present document.

ISU Constitution Change Proposed by the Rules Committee (2.18.86.1)

Mr. Shulman presented a proposed change in the ISU Constitution that the Rules Committee was recommending. This change was requested by the Executive Committee to clear up a discrepancy between the Senate Bylaws and the ISU Constitution.

He quoted from the March 17, 1982 (Volume XIII, No. 12, page 11) Minutes of the Academic Senate: "Bylaws Amendment on Faculty Voting Eligibility in Senate Elections. Mr. Shulman, Rules Committee chairperson, introduced this item: Add a new section (i) to Article 3.1, Election of Faculty Representatives to the Academic Senate: '(i) Only full time faculty with the rank of Instructor, Assistant Professor, Associate Professor, and Professor shall be eligible to vote in Senate elections.' Passage of this amendment would clean up the election process which now permitted faculty on 10% appointment and faculty assistants to vote in Senate elections. Those with part-time administrative appointments would not be eliminated. Under the constitution those with faculty rank are eligible to vote." (Information Item).

This bylaw was passed as an action item on March 31, 1982 (Academic Senate Minutes, Volume XII, No. 13, page 6). It was passed with a 2/3 vote.

The Rules Committee has amended V. B. 1. in the constitution:

"Full time faculty members with the rank of instructor, assistant professor, associate professor and professor shall be eligible to vote in the election of faculty representatives to the Academic Senate. Students in good standing shall be eligible to vote in the election of student representatives to the Academic Senate."

Mr. Goldstein asked for an explanation of "students in good standing".

Mr. Shulman said this phrase had been inserted to coincide with another bylaw of the senate that stated that students must be "in good standing". This referred to students in good academic standing and not on ~~social~~ disciplinary probation.

Mr. Schmaltz asked how the actual Senate Bylaw read?

Mr. Shulman quoted from the Senate Bylaws, Article III. 3.3.c.: "Student representatives must be full-time students in good academic standing and not on disciplinary probation."

Mr. Schmaltz was concerned that the new amendment read "students in good standing". He did not think this referred to students not being eligible to vote if they were not in good standing. He understood this to mean that students needed to be "in good academic standing and not on disciplinary probation" in order to serve as senators.

Mr. Shulman said he talked with Dr. Quane and that this would be understood.

Mr. Ferry said a student could vote in the elections as long as they possessed a valid Illinois State University I.D. Anyone could vote, whether on probation or in poor academic standing. This implies that a student on academic or disciplinary probation would not be permitted to vote.

Mr. Schmaltz recalled that the Senate Bylaw said a student must be in good standing to be a member of the Senate, not to vote in Senate elections.

Mr. Shulman read from page 11 of the Senate Bylaws: "3.3. (f) Constituencies: Voter eligibility shall be that prescribed by the Constitution, Article V, Section 1B." The constitution defines "Students -- Any person admitted to the University who is currently enrolled for University academic credit shall be defined as a student."

Mr. Prachar said there would be no practical way of determining what students would be available to vote. Perhaps a list would be published listing those ineligible to vote. He thought it inappropriate to release this type of information to other students. As it is now, a student with a valid I.D. can vote.

Mr. Spence thought this seemed to be infeasible. Mr. Shulman said the Committee would consider a friendly amendment. Mr. Schmaltz said the Rules Committee should reconsider the wording; because it would have to be worded so that the ruling could be enforced.

Academic Calendars (1987-1991)

Mr. Nelsen of the Administrative Affairs Committee said that senators had been presented with a set of calendars for 1987-1991. In addition, a blue sheet for 1989-1990 had been distributed this evening. This sheet had a correction for Thanksgiving Vacation. These calendars were developed by the Administrative Affairs Committee during the past year. The guidelines have been included for reference data for reviewing the calendars.

Mr. Lesch was concerned about the varying times that grades were due: sometimes at noon, sometimes at 9:00 a.m., sometimes at 5:00 p.m.

Mr. Nelsen stated that in the Fall semesters the committee tried to get the date as close to the winter shutdown as they could; and that meant a 12 noon due date for grades. This meant there would be an opportunity to round up the missing grades before the shutdown began. In the Spring semester they had tried to allow more flexibility. However, in 1988 they were backed up against the 15th of May deadline which is at the end of the contract for faculty members. That time was as far as they could go into the Spring semester and still be on contract. Informally, it has been indicated that grades could come in later; but it would be inappropriate to publish a date that goes beyond the contract time.

Mr. Lesch urged the committee to reconsider and bring the times into conformity

Mr. Nelsen said this could be done, but in the Spring semester it would remove approximately one-half day from the calendar. Difficulties might arise in the semesters that end on the 15th of the month. We could not go until the 16th; and would have to remove one-half day from the expectations of grades. We could change all the times to 5:00 p.m. The time could be published as noon on the 1990 calendar; but it would be to the advantage of the faculty to go to 5:00 p.m.

Mr. Moran was concerned about Guideline #6: "Instructional activities may be scheduled to compensate for the loss of teaching time during the Martin Luther King Day, Memorial Day and July 4 breaks." He asked that this be defined; when can these activities be rescheduled.

Mr. Nelsen stated that the Guidelines had been adopted by the Senate last October, and the University is officially closed on those dates.

Mr. Moran asked if Guideline #6 allows for a professor to schedule classes on an official school holiday where the University is shut down.

Mr. Nelsen suggested that the appropriate office to contact on this would be the Provost Office. The University is officially closed on those days.

Mr. Zeidenstein asked about the "\* All Monday night only classes will meet for 160 minutes." statement at the bottom of each calendar. What did the asterisk refer to?

Mr. Nelsen said this was a word processing error--There are 15 Monday night classes on those days. The asterisk refers to all Monday night classes with only fourteen meeting days.

Mr. Shulman did not understand the double asterisk on the memorandum.  
"\*\*\* T/R classes in Fall semester have one extra meeting."

Mr. Nelsen said this referred to the three fall semesters indicated where one extra Thursday meeting will be held. The most intelligible way to convey this message was to say: "\*\*\*T/R classes in Fall semester have one extra meeting."

Mr. Spence asked to be reminded about the effective date of faculty contracts -- is it August 15th? He presumed that in the 1987 Fall Semester Calendar, the registration date on August 15 would have no mandated faculty involvement in registration on that day.

Mr. Nelsen replied that there would be no mandated faculty involvement.

Mr. Lesch asked if the faculty contract amount of days would change.

Mr. Nelsen said the faculty contracts stay the same.

#### Committee Reports

Academic Affairs Committee - Ms. Balbach had no report.

Administrative Affairs Committee - Mr. Nelsen reported that the Administrative Affairs Committee is continuing to examine the "Evaluation of Administrators". One question has been answered by the URC and the committee is awaiting the answer to another question.

Budget Committee - Mr. Sessions had no report.

Faculty Affairs Committee - Mr. Spence had no report.

Rules Committee - Mr. Shulman announced a meeting after Senate adjournment.

Student Affairs Committee - Ms. Wertheimer had no report.

#### Communications

Mr. Moran addressed a question to the Provost. He would like to see if we could get some understanding on Calendar Guideline #6, as to what the ruling is on whether or not faculty members are allowed to schedule classes on the official school holidays. Also, whether or not faculty can schedule classes during the one-week Spring break. One of his classes, an extension class at ICC (tuition paid to ISU) will meet during Spring break, and also met on the Martin Luther King holiday.

Mr. Strand said he was not present during the fall when the guidelines were passed. He would confer with Jeff Chinn in his office about this situation. There are problems with off-campus classes, that do not occur with regular classes.

Mr. Thiel asked Mr. Harden if the costs for energy savings on the Library could be made available. Mr. Harden said this would be possible.

Mr. Nelsen announced that Jeff Chinn had announced a meeting of the winter shutdown committee on March 7 at 2:30 p.m. in Hovey 301 to try to address the problems of closing facilities during breaks.

Mr. Thiel moved to adjourn (Second, Powell). Motion carried on a voice vote.  
Academic Senate meeting adjourned at 9:15 p.m.

XVII-91

FOR THE ACADEMIC SENATE  
JAMES T. PARR, SECRETARY



## FINANCIAL EXIGENCY APPEAL PROCEDURES

ILLINOIS STATE UNIVERSITY

AD HOC COMMITTEE REVISION

(APPROVED BY THE ACADEMIC SENATE 2/26/86)

### I. Right to Hearing

An employee who has been notified that he/she is being placed on layoff status or has been terminated because of financial exigency shall be entitled to have his/her case reviewed by the University's Financial Exigency Review Committee (FERC).

### II. Provision of Notice

An employee seeking a review of his/her layoff or termination decision must file a written request for a hearing with the Vice President and Provost within fifteen working days after receipt of notification of layoff or termination. The FERC Chairperson should also receive a copy of the written request.

### III. Form of Notice

An employee making a request for a review hearing shall clearly set forth the basis upon which the request is made. The FERC Chairperson shall be available to the employee for consultation about hearing procedural matters only.

### IV. Right to Advisor

An employee shall be entitled to the assistance of an advisor who may participate at any hearing. The employee's advisor shall not be a licensed attorney.

### V. Financial Exigency Review Committee

A. The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:

1. Six tenured faculty members recommended by the Academic Senate;
2. Two members recommended by the Administrative/Professional Council;
3. Two members recommended by the Civil Service Council;
4. Two students, one of whom shall be the Illinois State University Student Regents; the other President of the Student Body Board of Directors, or their appointed designees;
5. One member selected by the President;
6. The Committee shall elect its Chairperson from the Committee's membership;
7. Each governance group shall be responsible for determining that its appointees are willing and eligible to serve.



8. No individual may serve who has served on the Financial Exigency Committee within the past five years, or who has been designated for layoff or termination status.
  9. No committee member shall serve on a hearing panel with jurisdiction over a case involving a member of his/her department or fiscal unit.
- B. The purview of the committee shall be limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case of the affected employee(s). The committee shall not review the decision to declare a financial exigency or the decisions of what university fiscal units were negatively affected by reductions in financial or programmatic support.
- C. Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee. However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses.
- D. The chairperson of the committee shall:
1. Schedule meetings of the committee;
  2. Preside over committee meetings;
  3. Establish two-member hearing panels from the twelve members of the committee (the chairperson shall not serve on a hearing panel) and circulate the report(s) of the panel to the entire committee;
  4. Prepare a written report summarizing the committee's actions or Hearing Panel's recommendations as required by Section V.F.;
  5. Request that the President enlarge the committee if indicated by the workload. The President shall enlarge the committee in multiples of six following the procedures stated in Section V.A. 1-4 and 8 of this document;
  6. Discharge any duties assigned by the Financial Exigency Review Committee.
- E. Structure of the Hearing Panel
1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
  2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel.
- F. The two-person hearing panels shall be responsible for performing the following duties in a timely manner:
1. Conduct hearings at which the employee shall have opportunity to call witnesses and present arguments with respect to the manner in which the financial exigency criteria and procedures were applied in his/her case.
  2. Gather documents related to each appeal and send these, along with a report of the hearing and the panel's recommendations, to the chairperson of the committee.
  3. Should the two members of the hearing panel disagree with one another concerning the recommendation to the full committee, each hearing panel member shall file a separate report with supporting documentation.
- G. The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.F. 2-3. The Chairperson shall then, within ten working days, submit a copy of the committee's recommendations, along with the panel's report, to:
1. The employee;
  2. The President for review and action.

FEB 10 1986

ISU

# Intra-University Communication

February 10, 1986

TO: Academic Senate

FROM: Rules Committee

RE: College of Business Bylaws

The Rules Committee approved the College of Business Bylaws (12.9.85.1). Please place this item on the Senate Agenda as an Information Item.

2.10.86.1

DEC 9 - 1985

**MEMO** | **ISU** ILLINOIS STATE UNIVERSITY

College of Business  
Office of the Dean

TO: Academic Senate

FROM: Charles McGuire, Chairperson, College of Business  
Elections Committee *Charles R. McGuire*

SUBJECT: Information Item: Revision of College of Business  
Bylaws

DATE: December 6, 1985

Attached is a copy of the changes in the College of Business Bylaws which were approved in a referendum vote by the College of Business faculty on May 2, 1985. You will note that the changes are the underlined portions in Article IV, Section 2, Article VII, Section 1, and Article X, Section 6.

CM:jh

Attachment

12.9.85.1

## BYLAWS OF THE COLLEGE OF BUSINESS\*

## Illinois State University

ARTICLE I. PURPOSE

Section 1. Pursuant to the Constitution of Illinois State University, the College of Business hereby establishes an internal organization to provide for participation in governance by administrative personnel, faculty, and students of the College of Business.

Section 2. The participation in the sharing of governance of the College of Business shall be through an elected council, hereinafter referred to as the "College Council."

ARTICLE II. RESPONSIBILITIES OF THE COLLEGE COUNCIL

Section 1. The College Council shall serve as an advisory body to the Dean of the College of Business in accordance with the Constitution of Illinois State University and the Bylaws of the Academic Senate.

Section 2. The College Council, acting as an advisory body, shall provide for participation by faculty and students of the College of Business in determining College of Business policy.

Section 3. The College Council, acting as an advisory body, shall provide policies and procedures governing the curriculum of the College of Business, which shall provide for:

- a. Coordination of undergraduate curricular offerings among the departments of the College of Business;
- b. Coordination of curricular offerings and degree requirements for graduate programs in the College of Business;
- c. Evaluation of proposals for course and program additions and deletions by departments of the College of Business; and
- d. Communication of recommendations for action in curricular matters to the Dean of the College of Business.

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\*Changes (underlined portions in Article IV, Section 2, Article VII, Section 1, and Article X, Section 6, approved by College of Business faculty on May 2, 1985). Balance of Bylaws approved by the faculty in the College of Business on February 22, 1978, and presented as an information item to the Academic Senate on July 19, 1978. Approved by the Academic Senate on August 30, 1978.

12.9.85.1

Section 4. The College Council, acting as an advisory body, shall provide Appointment, Promotion, and Tenure policies and procedures consistent with the policies and guidelines of Illinois State University.

ARTICLE III.

FUNCTIONS OF THE COLLEGE COUNCIL

Section 1. The College Council may create such standing and special committees and boards as it deems useful to the exercise of its functions. The membership of such committees and boards shall be determined by the College Council or by such organizations or individuals as it designates. The College Council shall determine the functions, duties, membership, and term of office of each College committee and board. Members of the College of Business faculty and students who are full-time officially declared majors in the College of Business are eligible to serve on such committees and boards. The College Council shall not normally consider a matter which is the responsibility of a committee or board until the committee or board has reported on the matter to the College Council. No provision of this section shall be construed to preclude administrative officers from creating administrative committees and boards, assigning to them such duties and functions as they require.

Section 2. The College Council may call meetings of the faculty of the College of Business for consideration of any item deemed appropriate. For faculty meetings which it calls, the College Council shall establish the rules of the agenda, which rules shall not contravene these Bylaws.

Section 3. To avoid misrepresentation in the exercise of authority, before any committee, board, council, organization, or administrative official of the College of Business may promulgate or execute a policy in the name of the faculty and/or students of the College, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

ARTICLE IV.

MEMBERSHIP OF THE COLLEGE COUNCIL

Section 1. The College Council shall consist of two faculty members from each department elected by the respective department faculties of the College of Business, and one student member from each department elected by the students of the respective departments of the College of Business. The Dean of the College of Business and the members of the Academic Senate from the College of Business shall be ex officio members without vote.

Section 2. Faculty members of the College Council shall be chosen by the faculty of the College of Business for a term of three calendar years, with rotation of terms being accomplished so that less than one-half of the membership will be elected each year, except for the purpose of filling interim vacancies. Student members of the College Council

shall be elected for a term of one academic year. The term of the student representatives runs from the fall term through the end of the academic year. This change commences in 1986. No elected College Council member shall serve more than two consecutive terms. A member who has served two full consecutive terms, however, may again be eligible after one calendar year.

Section 3. Full-time faculty members, excluding departmental chairpersons, who have regular appointments in the College of Business and who have been full-time faculty members at Illinois State University for at least one full academic semester preceding the election shall be eligible for membership on the College Council, unless they are on leave at the time of election, or have requested leave for the whole or part of the following academic year, or are on disability leave under the University Retirement System. Any full-time student who will not be graduating during the year of service on the College Council and who is an officially declared major in the College of Business is eligible for membership on the College Council.

Section 4. A College Council member who becomes unable to serve on the College Council shall be replaced by a proxy if the College Council member is to be absent for one academic semester (or summer session) or less. The proxy shall be designated by the absent Council Member from the department which the elected Council member represents and the powers of the proxy shall be clearly delineated in written form by the designator. Upon his return, the regularly elected College Council member shall resume his interrupted term and replace his proxy on the College Council.

A College Council member who fails to attend or provide a proxy for two consecutive meetings, regular or special, of the Council shall be considered to have resigned.

A College Council member who becomes unable to serve on the College Council for a period of longer than one academic semester or summer session shall be required to resign, or be considered to have resigned, and be replaced by the candidate who received the second highest number of votes in the immediately preceding election in that department. If there is no runner-up from that election, the Chairman of the College Council shall instruct the Elections Committee to hold a special election or to arrange for the election of the replacement at the time of the regular annual election of College Council members. The College Council shall determine when a vacancy occurs.

#### ARTICLE V. NOMINATIONS AND ELECTIONS OF COLLEGE COUNCIL MEMBERS

Section 1. The College Council shall select an Elections Committee to supervise College of Business elections. The Elections Committee shall prepare rules for the conduct of nominations and elections of both faculty and student members which are not inconsistent with these Bylaws, the Bylaws of the Academic Senate, and the Constitution of Illinois State University. Before such rules shall take effect, the Elections Committee shall submit them to the College Council for approval.



Section 2. The Elections Committee shall conduct an annual election to select members of the College Council during the month of March. Newly elected members of the College Council shall begin their terms of office with the first regular meeting of the College Council following their election.

Section 3. Within twenty-four hours after balloting, the Elections Committee shall announce to the College of Business faculty and students the complete results of the election. The Elections Committee shall declare elected the candidates receiving the highest number of votes. In any election in which the College Council members are to be elected for terms of differing length, the Elections Committee shall assign both full and partial terms according to the number of votes received, those receiving the highest number of votes serving the longer terms. In case of tie, the decision shall be made by lot.

Section 4. Full-time faculty members of the College of Business (including temporary appointments) who have been faculty members at Illinois State University for at least one semester, are eligible to vote for their departmental College Council representatives. Prior to each election, the Office of the Dean of the College of Business shall provide the Elections Committee with a list of eligible voters, and the Committee shall make copies of this list available to all members of the College of Business faculty.

Any full-time student who is recognized by the University as a major in a department of the College of Business shall be eligible to be nominated as a student member and to vote for a student member of the College Council in the department in which the student is a major.

#### ARTICLE VI.        OFFICERS OF THE COLLEGE COUNCIL

Section 1. At the first regular meeting after the annual election of new members, the College Council shall choose by ballot from its elected members a Chairperson, a Vice Chairperson, and a Secretary for one-year terms. The Chairperson and the Secretary of the College Council shall be faculty members. These officers shall assume their duties immediately upon election.

Section 2. The College Council officers shall constitute the Executive Committee of the College Council. The Executive Committee in consultation with the Dean of the College of Business, shall prepare the agenda for each regular College Council meeting and shall perform such other functions as the College Council assigns to it. The agenda for regular meetings shall be distributed to all members of the College of Business faculty at least 72 hours prior to a College Council meeting.

#### ARTICLE VII.        MEETINGS OF THE COLLEGE COUNCIL

Section 1. At least once each month during the academic year, and (if needed) once during the regular summer session, the College Council shall hold regular meetings.

Section 2. Special meetings may be called by the Dean of the College of Business, the Chairperson of the College Council, or, in the absence of the Chairperson, by the Vice Chairperson of the College Council. Upon the written request of at least one-third of the members of the College Council, a special meeting must be called. No official action may be taken at a special meeting of the College Council unless the purpose and the agenda of the meeting have been distributed to the College of Business faculty at least 72 hours prior to the special meeting.

Section 3. Two-thirds of the membership of the College Council shall constitute a quorum.

Section 4. Minutes of College Council meetings shall be distributed to members of the faculty of the College of Business in departmental mailboxes within ten class meeting days after each meeting and copies of the minutes made available to students in the departmental offices and the student professional organizations. At least one permanent file and an index of the minutes shall be maintained by the secretary to the Dean of the College of Business.

Section 5. Faculty and students may attend all meetings of the College Council except executive sessions but may participate in the discussion only with the consent of the College Council.

Section 6. Faculty and student members desiring to bring specific matters to the attention of the College Council shall communicate them in writing to the Secretary, who shall transmit them to the Executive Committee.

Section 7. Voting in the College Council shall be by roll call and the vote of each member shall be recorded in the minutes of the meeting of the College Council with the exception of the following: (a) voting concerned with specifically identified members of the faculty; and (b) voting on any other matter before the College Council on which a motion to require a secret ballot is made, seconded, and approved by two-thirds of the total membership of the College Council. The voting on the motion to require a secret ballot shall be by roll call and the voting recorded in the minutes of the meeting. When present, the Chairperson of the College Council shall vote on all items voted on by the other College Council members in order to assure appropriate representation of the constituency which the Chairperson represents.

Section 8. The parliamentary authority for use in College Council meetings shall be the current edition of Robert's Rules of Order.

#### ARTICLE VIII. EVALUATION OF ACADEMIC UNITS

Section 1. The Council will make periodic review and evaluation of the departments and the College, focusing on such items as undergraduate and graduate curricula, other educational programs, governance, procedures for selection of department chairpersons, faculty, enrollment, and administration.

Section 2. The Council will solicit and consider comments and recommendations from faculty, administrators and students as to the need for possible changes or improvements.

Section 3. The Council's review, evaluation and recommendations shall be forwarded to the Dean of the College.

#### ARTICLE IX. GOVERNANCE OF DEPARTMENTS

Departments within the College of Business shall establish a system of internal governance consistent with the Constitution of Illinois State University, the Bylaws of the Academic Senate, and the Bylaws of the College of Business. Each departmental chairperson shall call a meeting of the departmental faculty each year during the month of April, with notice at least one week in advance, to permit the faculty to review and affirm or change the system of governance within the department. In this context governance refers to the committee structure within the department. The governance system shall be chosen by a majority vote, conducted by secret ballot, of all full-time faculty members in attendance at the faculty meeting. No later than May 1 of each year, each departmental chairperson shall report in writing to the College Council the action of the faculty on the subject of its governance system.

#### ARTICLE X. SELECTION OF DEPARTMENTAL CHAIRPERSON

Section 1. In accordance with university policies and procedures, the selection procedure for departmental chairpersons shall be initiated by the Dean of the College of Business in conjunction with the College Council.

Section 2. When necessary, the Dean of the College of Business shall name an acting chairperson of a department; and that person may be named from among faculty who hold rank in another department. An acting chairperson shall be eligible to become a candidate for the position of chairperson of the department.

Section 3. After the Dean of the College of Business has announced to the College Council that a departmental chairperson is to be selected, the Dean shall convene and chair a meeting of the faculty of that department. He shall first conduct a poll by secret ballot to determine if any faculty member has the support for the position of head from three-fourths of the full-time faculty members who have been full-time faculty members at Illinois State University for at least one full semester. A faculty member receiving this support may be recommended by the Dean of the College of Business to the Vice President and Provost of the University for selection as departmental chairperson.

Section 4. If no departmental chairperson is selected in accordance with Section 3, the Dean of the College of Business shall immediately proceed to provide for the election of members of a Selection Committee.

The Selection Committee shall be composed of five members holding faculty rank, three members to be elected from the regular, full-time faculty members of the department (preferably not members of the College Council) and a chairperson and secretary who shall be selected by the Dean of the College of Business from eligible faculty members outside the department.

Section 5. The Selection Committee shall set up its procedures in consultation with the Dean of the College of Business and in accordance with this Article. The Dean shall be informed in advance of and may attend, but not vote at, all Selection Committee meetings.

Section 6. Any full-time faculty member at Illinois State University, including acting department chairs, shall be eligible to become a candidate for department chair during any stage of the search process. No member of the Selection Committee may become a candidate for the position of department chair.

Section 7. The Selection Committee shall frequently report its progress to the Dean of the College of Business, the College Council, and the department faculty, and shall conduct interviews of selected candidates by the entire department faculty, invited students, and appropriate university officials. Interviews with candidates shall be announced in advance, and the credentials of candidates shall be available to all members of the department faculty.

Section 8. After interviews have been completed and written opinions of the department faculty have been submitted, the Selection Committee shall recommend candidates in ranked order to the Dean of the College of Business and request that the Dean proceed with the selection of a departmental chairperson according to the university policies and procedures.

Section 9. The Dean of the College may reject all candidates recommended to him by the Selection Committee, in which case he may either instruct the Committee to continue the search for qualified candidates or he may provide for the creation of a new Selection Committee in accordance with these procedures.

## ARTICLE XI

## REFERENDA

Section 1. The College Council may refer to a vote of the faculty any matter pending before it, or any of its decisions or actions. The Dean may request a faculty vote on any College Council decision or action. The College faculty may also request a vote on any College Council decision or action by submitting to the Executive Committee a petition signed by at least one-third of the voting members of the faculty. Such petition shall be presented within ten class-meeting days after the minutes reporting the decision or action have been distributed, and the Elections Committee shall conduct an election on the question within one month of the day the Executive Committee receives the petition.

Section 2. When a College Council decision or action, or an amendment to the Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee.

Prior to any referendum election, the College Council shall provide the faculty an opportunity to discuss the questions to be voted on at one or more of the following:

- a. College of Business faculty meetings
- b. Department faculty meetings within the College of Business
- c. Other groupings of the College of Business faculty

Section 3. Any full-time faculty member of the College of Business may vote in the election.

Section 4. The results of any referendum shall be forwarded in writing by the Elections Committee to the College Council, the Dean of the College of Business, and any other administrative officers of the University to whom transmittal of such information would be appropriate.

## ARTICLE XII                      AMENDMENTS OF THE BYLAWS

Section 1. Proposed amendments to these Bylaws may be submitted in writing by any faculty member to the Secretary of the College Council, who shall report the proposal to the College Council at its next regular meeting.

Section 2. The College Council shall determine whether a referendum of the faculty on the proposed amendment should be held. If the proposal for an amendment is accompanied by a petition bearing at least one-third of the signatures of the full-time faculty members of the College of Business, a referendum must be held.

Section 3. When a referendum is held, the proposal must be submitted in writing to the College of Business faculty at least one week prior to the election. If a majority of those voting in the referendum vote in favor of the proposal, providing those voting constitute a majority of the faculty eligible to vote, the proposal shall be adopted and become effective when approved by the Academic Senate.

## ARTICLE XIII.                      REVIEW OF THE BYLAWS

Section 1. A review committee appointed by the Executive Committee of the College Council shall be established every three years to review the substance of the Bylaws of the College of Business. The review committee shall consist of one faculty member from each department of the College of Business.

Section 2. The review committee shall submit its report to the Secretary of the College Council who shall place it on the agenda for the College Council at its next regular meeting. If the review committee has suggested revisions in the Bylaws, the College Council shall provide for a referendum in accordance with Article XII.

EXECUTIVE COMMITTEE MEETING

March 17, 1986

8:15 a.m.

Hovey 308

THOSE PRESENT: Schmaltz, Ferry, Parr, Semlow, Watkins, Mohr, Strand.

COMMUNICATIONS:

- 2.18.86.3 - Letter to Academic Senate from Rules Committee, signed copy of Constitutional Amendment. (Presented as Information 2/26/86 Senate).
  - 2.20.86.1 - Memorandum to Academic Senate from Wayne Nelsen regarding Calendars. (Presented as Information 2/26/86 Academic Senate Meeting).
  - 2.24.86.1 - Letter to Len Schmaltz, Academic Senate, from John K. Boaz, regarding solicitation for U.S. Savings Bonds. Motion to approve, Mohr & Watkins.
  - 2.25.86.1 - Letter to Faculty Elections Committee from Herold Stern regarding College of Education Academic Senate election. College election committee did not have eligibility list. (Provost had sent list to the College Dean.)
  - 2.25.86.2 - Letter to Chair of Academic Senate from Marian Carroll, Library, resignation from SCERB Grievance Committee. (Sent to Rules).
  - 2.25.86.3 - Letter from Steve Hall, OSLP, to Academic Senate, regarding changes in Student Handbook. (Student Affairs).
  - 2.27.86.1 - Letter to Len Schmaltz from K. Semlow regarding Constitutional Amendment regarding placing Student Regent on Academic Senate. (Hold off for action by new Senate).
  - 2.27.86.2 - Letter to Len Schmaltz from Sol Shulman, Rules Committee, regarding Constitutional Amendment regarding placing Student Regent on the Academic Senate. (Hold off for action by new Senate).
  - 2.27.86.3 - Letter to Len Schmaltz from Sol Shulman, regarding friendly amendment to Constitutional Amendment regarding V. B. 1. (Action 3/19/86 Senate).
  - 2.27.86.4 - Letter to Len Schmaltz from Sol Shulman, Rules Committee, regarding faculty nominations for Committee Assignments. (Action 3/19/86 Senate).
  - 2.28.84.1 - Letter to Academic Senate from Scott Eatherly regarding College of Arts and Sciences Election Results: Arnold J. Insel, and George Petrossian new academic senators. (Will be seated: 4/16/86).
  - 3.6.86.1 - Letter to Len Schmaltz from Lloyd Watkins regarding approval of 2/26/86 Academic Senate Action.
  - 3.14.86.1 - Academic Affairs Committee Report from Peg Balbach, Chairperson.
- AGENDA FOR MARCH 19, 1986 ACADEMIC SENATE MEETING: (Motion to approve Agenda: Ferry/Parr Carried on a voice vote.

- ACTION ITEMS:
- 1. College of Business Bylaws
  - 2. Proposed Changes in ASPT Document
  - 3. ISU Constitution Change Proposed by Rules Committee (2.18.86.1)
  - 4. Academic Calendars (1987-1991)
  - 5. Rules Committee Nominations for Committee Appointments (2.27.86.4)

INFORMATION ITEMS: None

Executive Committee Meeting adjourned at 8:45 a.m.



## ACADEMIC SENATE MINUTES

February 26, 1986

Volume XVII, No. 11

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Call to Order

Roll Call

Approval of Minutes of February 12, 1986

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEM: Ad Hoc Committee Report on Financial Exigency Procedures  
Approval of Revision #2 with amendments.

- INFORMATION ITEMS:
1. College of Business Bylaws
  2. Proposed Changes in ASPT Document
  3. ISU Constitution Constitution Change Proposed by Rules Committee (2.18.86.1)
  4. Academic Calendars (1987-1991)

Committee Reports

Communications

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate)

February 26, 1986

Volume XVII, No. 11

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:05 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Mr. Parr called the roll and declared a quorum present.

Approval of the Minutes of February 12, 1986

Mr. Belknap had changes on Page 5 of the February 12, 1986 Minutes:

V. D. items 4. and 5. had a change listed on Revision 1:

4. "Section V.F." the word section had been added

5. "Section V.A." the word section had been added; also add: "8"

Also, Item V. F. had been changed from V. E. to V. F.

XVII-78

Ms. Wertheimer moved to approve the minutes of February 12, 1986 as corrected (Second, Powell). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz had no comments.

Vice Chairperson's Remarks

Mr. Ferry announced results of the Student Body Board of Directors' election: Student Body President, Kevin Ritter; Vice President, Jim Bailey. Fourteen senators had been elected from the ACT party; with two senators being elected from the BEARS party. These Senators would be seated at the April 16th Academic Senate meeting.

Student Body President's Remarks

Mr. Neff congratulated the students that had won the elections. The new President of the Student Body Board of Directors would be taking over March 20 or 23.

Administrators' Remarks

Mr. Watkins had an excused absence.

Mr. Strand announced that the President was entertaining a Chinese delegation at his home this evening.

He announced that Wednesday, March 12, during Spring Break Milner Library would be closed for Illinois Power Company to do repairs.

Mr. Gamsky reported the recommendations that would be forwarded to the Board of Regents Staff on student fees. These could change between now and the March Board of Regents meeting. There would be no increase in the Athletic and General Services fee; no increase in the Bone Student Center/Braden Auditorium fee; no increase in the General Activity fee; no increase in the Student Health Service fee; no increase in the University Arena fee; no increase in the University's parking decal fee. Recommendations were submitted for a \$1.25 per student per semester increase in Talent Grant fee; an increase in the Recreation and Athletic Facilities fee of \$3.00 per semester; and a \$35.00 per semester increase in room and board rates in residence halls.

Mr. Mohr asked if there was a \$1.00 decrease in the student activity fee. Mr. Gamsky replied "no". Support for talent grants from the Student Activity Fee has been in the process of being phased out. Some thought it inappropriate to provide student funds for Talent Grants. Rather than increase student activity fees, the assessment was identified as Talent Grant money.

#### ACTION ITEM

##### Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2)

Mr. Belknap presented Revision #2 of the Ad Hoc Committee Report on Financial Exigency Procedures. Committee members included: Larry Belknap; Douglas Delong; Patrick O'Rourke; Kyle Sessions; Mack Bowen; and Harvey Zeidenstein.

Mr. Belknap explained that the committee had met after the last Senate meeting to consider suggestions made by senators. The results were changes shown in Revision #2. The underlined portions of Revision #2 were changes that had been made.

- I. "an employee" They replaced the word appellant with the word "employee" throughout the document.
- IV. "who may participate" referring to the advisor  
added sentence: "The employee's advisor shall not be a licensed attorney."
- V. D. 4. Added item 4: "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee."  
  
This changed the numbering of 4, 5, 6, and 7.
- V. F. Added sentence: "The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.E. 2-3."

Mr. Belknap moved approval of the Ad Hoc Committee Report on Financial Exigency Procedures (Revision #2) (Second, Zeidenstein).

XVII-80

Mr. Goldstein offered a freindly amendment to IV. Right to Advisor: Addition of: "allow a non-participating observer who is a licensed attorney". \*(withdrawn)

Mr. Belknap asked if the person would be in attendance at the two-person hearing panel.

Mr. Delong commented that there was no place in the document that states a limit on the number of people that the employee can bring to the hearing panel. This is unlike the Academic Freedom document which does limit specifically the number of persons in attendance. There is no reference to observers. He assumed that an attorney could be an observer and that an employee could request a recess to confer with such an observer.

Mr. Goldstein withdrew his request for a friendly amendment.

Mr. Moran asked why an employee's advisor could not be a licensed attorney.

Mr. Belknap replied that the two person hearing panel that would be appointed might be at a disadvantage in feeling as if they would have to come up with an attorney. Students could be on the panel, and would not care to be involved with a legal matter that involved attorneys.

Mr. Moran thought it would be feasible, practical, and beneficial for an employee to have a licensed attorney to at least sit in as an observer, and possibly advise him as to what would be a good course of action.

Mr. Zeidenstein stated that Mr. Delong's comments addressed this situation, and also that there was nothing in the document that precludes a licensed attorney from being a non-participating observer. The rational for this included reasons stated at the last Senate meeting. If there is a participating attorney for the employee, then it may well be that the University administration would ask for a lawyer. Two lawyers present might be twice as bad as one. The fact-finding function of the two-member committee might be left out and legal arguments take over. In theory, the purpose of the two-member hearing panel is to look for facts and see if the proper process has been followed. Section V. B. states what the purview of the committee is: "limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case..." The committee felt that there was no need for attorneys.

Mr. Moran asked if an attorney could sit in and observe.

Mr. Zeidenstein said "yes". Nothing in this document precludes that. Section C. states "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." A lawyer is not prevented from observing. The committee could adopt other procedures which did leave out attorneys.

Mr. Goldstein referred to D. 4. "The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee. He thought this statement did not fit in here. It should be moved.

- XVII-81 Mr. Goldstein moved that V. D. 4. on Revision 2 to below D; and create a new item E. "Structure of the Hearing Panel" with D. 4. as E. 1.  
"The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee." Then re-letter E. to F. and F. to G. Add Item E. 2.  
The employee may exercise one pre-emptory challenge of the appointment of members of the hearing panel. (Second, Lorber).

Ms. Roof asked if licensed attorneys were precluded from serving on the Financial Exigency Committee. Mr. Zeidenstein answered, "no". Ms. Roof asked if another line could be added that stated: licensed attorneys can not serve on the Financial Exigency Review Committee. Mr. Zeidenstein said this would not be consistent. A person serving on the committee would not be acting in a legal status.

- XVII-82 Mr. Zeidenstein moved a friendly amendment that V.D. 4. not be moved, but that the words "Ensure that" be added at the beginning of the present Item D. 4.  
(withdrawn later).

Mr. David Strand stated that if a challenge were incorporated in the procedures, then provision should be made for the University to also have the right to one pre-emptory challenge of the appointment of members of the hearing panel.

- XVII-83 Mr. Strand moved that the words "The University or the employee" shall be added to the Item E. 2. amendment, as a friendly amendment. (Accepted).

Mr. Spence pointed out that the appointments to the committee are made by the President of the University. It would not necessarily be clear that the University needed a challenge.

Mr. Strand said this should be considered, but would not be used in a court of law.

Mr. Goldstein thought this would be like impeaching one's own witness.

Mr. Strand stated that while the President made the appointments to the committee, if he had a limited number of names in the pool of choices, he does not have an opportunity to screen the committee appointees.

Mr. Goldstein accepted the friendly amendment. Mr. Lorber as second, also accepted.

- XVII-84 Mr. Shulman suggested the use of and/or. "The employee and/or the University".  
Mr. Goldstein thought or would be sufficient.

Mr. Ken Strand asked for clarification as to which friendly amendment we were talking about.

Mr. Zeidenstein withdrew his friendly amendment.

- XVII-85 Mr. Shulman persisted that the words and/or should be used. Goldstein agreed.  
Mr. Lorber suggested using the word "Both" at the beginning of the sentence.  
(Accepted).

Mr. Belknap thought that Mr. Zeidenstein's suggestion of adding the words "Ensure that" to the front of D. F. should be considered.

Mr. Goldstein thought there was a need for his amendment.

XVII-86 Mr. Madore called the question. (Second, Mottram). Motion carried by a 2/3 majority. One negative vote.

(XVII-81) Vote on the Goldstein Amendment. Motion carried on a voice vote.

"E. Structure of the Hearing Panel

1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel."

Relettering of F. and G.

Mr. Spence responded to Mr. Delongs previous comments. He pointed out that in Item V. C. "Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee." These rules are created by the committee itself. The committee can decide not to have attorneys present as observers. Moreover, even if they were allowed, there is nothing in this document which allows a participant to request a recess to consult with such an attorney. He felt that if the Senate wished to allow an attorney present as an observer, and the employee the right to consult with such an observer, it should be clearly spelled out in the document in Article V. C.

Mr. Ken Strand supported this statement. He suggested another amendment.

XVII-87 Mr. Spence moved the following friendly amendment: Add to Article IV.: "a licensed attorney may be present as a non-participating observer."

XVII-88 Mr. Mottram suggested re-wording the amendment: Add to V. C.: "although a licensed attorney may be present as a non-participating observer and may consult with the employee during recesses in the hearing." (Second, Strand)

XVII-89 Mr. Zeidenstein offered his own amendment as a substitute for the one on the floor: Add to V. C. "However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses." (Second, Ken Strand).

Mr. Mottram had no problem with Mr. Zeidenstein's substitute amendment. He withdrew his motion. He suggested adding: "Recess time shall be provided for the purpose of consultation with attorneys."

Mr. Zeidenstein asked how many recesses is not specified. Someone could ask for a recess every five or ten minutes with that kind of wording. The question should be left up to members of the hearing panel.

Mr. Mottram withdrew his amendment in favor of Mr. Zeidenstein's amendment. Mr. Ken Strand agreed as seconder.



XVII-89

Mr. Zeidenstein's substitute motion carried on a voice vote.

Mr. Spence saw ambiguity in Section V. A. "The President shall appoint members to a thirteen member Financial Exigency Review Committee."

Does the President choose these members from a pool, or simple rubber stamp the six members recommended by the Academic Senate?

Mr. Zeidenstein said as he read the document, the President approves the six faculty members recommended by the Academic Senate.

Mr. Mohr did not think the first sentence of V. A. was necessary.

Mr. Belknap said this could be a matter of due process. It is rather clearly written how the persons are chosen. This document was brought forth from a previous committee.

Mr. Spence said the language was not carefully worded. In one instance it speaks of "a" committee and in another "the" committee. He thought it might come to a question of legality. How is this committee constituted. He thought the first sentence of V. A should be deleted.

Mr. Strand said that this document had stemmed from the original Financial Exigency Committee which was a standing committee advisory to the President. He thought the original committee had tried to be consistent with the original document.

Mr. Shulman saw no problem. The president could veto membership if he was unhappy with it.

Mr. Zeidenstein said the wording was consistent with the original document: "The Financial Exigency Committee is a standing committee, advisory to the President in the processes of identification and declaration of financial exigency, and the implementation of these Financial Exigency Procedures. It has nine members: One student and two faculty members of the Academic Senate Budget Committee, including the chairperson of that committee; etc..." Nothing in the document stipulates that the President shall appoint these members. He thought that the first sentence of V. A. should be deleted.

XVII-90

Mr. Mottram moved that the Section V. A. read: "The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:" (Second, Spence). Motion carried on a voice vote.

(XVII-79)

Vote to approve Financial Exigency Appeal Procedures as amended carried on a voice vote.

Mr. David Strand asked that this be noted as a unanimous vote; and that a copy of the final document be distributed to the Senate, separate from the minutes of the meeting.

## INFORMATION ITEMS

### College of Business Bylaws

Mr. Shulman, Chairperson Rules Committee, presented the College of Business Bylaws as an information item. The Rules Committee recommended this document. There were no questions.

### Proposed Changes in the ASPT Document

Mr. Spence, Chairperson of the Faculty Affairs Committee, presented the Proposed Changes in the ASPT Document. He stated that the proposals reflect an on-going process that has been going on for about a year. It began with an Ad Hoc Committee created by the Senate, then was sent to the University Review Committee, and from there went to the Faculty Affairs Committee. Copies have been provided of all the recommendations. He suggested on behalf of the Faculty Affairs Committee that these changes be approved as a package. It was regarded as a compromise between various conflicting points of view, and it would be a great disservice to try to divide it up and vote on any particular portion separately or in isolation.

Mr. Madore questioned Section IV. B. on the first page: "The CFSC shall inform the DFSC in writing of any actions taken." This did not seem to fit.

Mr. Spence said there were a number of possible actions described in this article. In the second sentence, the CFSC would review persons recommended for tenure. The CFSC has the obligation to endorse the DFSC's decision or make an alternate recommendation. The CFSC has the duty to review the DFSC recommendations regarding the distribution of salary allocation money, and DFSC recommendations for distributing salary equity money. In any case where the CFSC takes action, it is expected of them to inform the DFSC in writing.

Mr. Madore felt that this essential item in the middle of all the other parts added to his confusion.

Mr. Goldstein had a question on the additional funds used for salary increments. Was there any discussion in the committee about faculty members determining distribution of these funds as well as due process.

Mr. Spence asked if he meant funds outside of the ASPT system.

Mr. Goldstein referred to X. C. "Personal service funds, other than the salary increase funds defined in X.A.1., may be utilized as supplemental salary increases for individual faculty members covered by the ASPT system. The Dean, with prior approval of the affected department's DFSC, shall recommend such salary increases to the Provost. Half of such increases shall come from the department's salary equity funds allocated under article V.F." He was concerned about equity funds outside the ASPT process.

Mr. Spence said he probably meant X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." The wording here means that whatever the appropriated amount of money by the State Legislature for salary increases for faculty, must be distributed through the ASPT process. If there is other money determined

by the Provost, that money is to be distributed outside of the ASPT process. That money is outside of the system. There are no safeguards.

Mr. Goldstein asked if there were money distributed outside of the ASPT process, was there any means for discussion or control of those funds.

Mr. Schmaltz pointed out the statement in X. A. 1: "The Provost may distribute additional funds outside the ASPT system for designated categories of faculty." That implies that it would be a "category of faculty" and not based on likes or dislikes.

Mr. Spence said there had always been money available outside the system. Last year money was distributed outside the ASPT system from variance money that was created by internal processes. What is new about the language in Article X. A. 1., is that it is very specific in requiring all the appropriated money to flow through the ASPT process. Two years ago that did not happen. Money that was appropriated by the state legislature did not all go through the ASPT process. Some was skimmed off the top and distributed according to market equity procedures that created quite a controversy.

Mr. Kirchner asked if the purpose of X.A.1. was to see that all the money appropriated went through the ASPT process, then why does X.A.2. start out with "After deducting designated funds for University-wide equity adjustments..." This seemed to him a contradiction.

Mr. Spence replied that it was not a contradiction. The ASPT document allows the University Review Committee to conduct university-wide equity adjustments. There are very explicit procedures set forth in the ASPT document, Art. II. D.

Ms. Ann Elder, for the University Review Committee, explained that the ASPT document Article II. D. provides that: "However, the URC shall develop an appropriate equity distribution plan, which shall be approved by the faculty members of the Academic Senate prior to implementation." This is quite different from market equity adjustments. It has been two years since this process has taken place.

Mr. Spence referred to a sheet that had been distributed to senators at their places this evening, "Exceptional Merit Money - Faculty Ratios 1982 - 1984". This relates to Article X. B. 10. b. "Each year after the DFSC makes it merit decisions, it will determine the percentages of its salary increase funds to be allocated to the various merit categories subject to the following two restrictions. (i) No salary increment shall be provided to individuals who receive insufficient performance ratings. (ii) For each 1% of the faculty placed in the exceptional merit category, a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." This is a breakdown by department (33 departments) for the latest three years for which data was available. The sheet shows the number of departments whose ratio falls within indicated ranges. The figure .25 is a very middle figure, whereas the figure .5 suggested by the URC was extremely high.

Mr. Lesch asked what would happen in years where the CTI was .5% to .7%. If it was felt by individual DFSC's that everyone would have to get CTI, what effect would .5% have on this.

Mr. Spence said that this rule would preclude a department from distributing money equally, on an equal percentage basis, unless it chose to rate everyone in the department as meritorius or less. This mandates that if you categorize someone as having exceptional merit, there must be a minimum financial award consistent with that rating.

Mr. Schmaltz asked about X. A. 1. "Nothing in this article shall preclude the addressing of salary inequities in a manner directed by the Board of Regents or Board of Higher Education." He asked for an example of this.

Mr. Spence cited an example from the December 6th University Report that the Board of Regents Salary Hike Proposal which intended to take ISU from the bottom 25% of the salary range into the top 25% within an eight year period. This is an example of a salary proposal. The Board is concerned that our salaries are lowest at the full professor level, less low at the associate professor level, and not so bad at the assistant professor level. The Board would probably direct that more of the money be used for full professors than for associates, and more for associates than assistants. This is an example of a salary scheme that may be recommended to us by the Board of Regents.

Mr. Schmaltz said that as a member of JUAC, he was present when this report was presented. In practicality, they are a long way from coming up with the money. At this point they seem to be a long way from having a specific package stating how to spend the money.

Mr. Spence said the Board of Regents and the Illinois Board of Higher Education are superior to our ASPT system, and if they want to tell us how to spend the money they have every right to do so.

Mr. Belknap referred to X. B. 10. b. on the 0.25%: "a minimum of 0.25% of the salary increase monies must be allocated to exceptional merit awards." It was mentioned that the URC recommended .5%. What is this percentage now?

Mr. Spence said there is no requirement at all in the present document.

ISU Constitution Change Proposed by the Rules Committee (2.18.86.1)

Mr. Shulman presented a proposed change in the ISU Constitution that the Rules Committee was recommending. This change was requested by the Executive Committee to clear up a discrepancy between the Senate Bylaws and the ISU Constitution.

He quoted from the March 17, 1982 (Volume XIII, No. 12, page 11) Minutes of the Academic Senate: "Bylaws Amendment on Faculty Voting Eligibility in Senate Elections. Mr. Shulman, Rules Committee chairperson, introduced this item: Add a new section (i) to Article 3.1, Election of Faculty Representatives to the Academic Senate: '(i) Only full time faculty with the rank of Instructor, Assistant Professor, Associate Professor, and Professor shall be eligible to vote in Senate elections.' Passage of this amendment would clean up the election process which now permitted faculty on 10% appointment and faculty assistants to vote in Senate elections. Those with part-time administrative appointments would not be eliminated. Under the constitution those with faculty rank are eligible to vote." (Information Item).

This bylaw was passed as an action item on March 31, 1982 (Academic Senate Minutes, Volume XII, No. 13, page 6). It was passed with a 2/3 vote.

The Rules Committee has amended V. B. 1. in the constitution:

"Full time faculty members with the rank of instructor, assistant professor, associate professor and professor shall be eligible to vote in the election of faculty representatives to the Academic Senate. Students in good standing shall be eligible to vote in the election of student representatives to the Academic Senate."

Mr. Goldstein asked for an explanation of "students in good standing".

Mr. Shulman said this phrase had been inserted to coincide with another bylaw of the senate that stated that students must be "in good standing". This referred to students in good academic standing and not on social probation.

Mr. Schmaltz asked how the actual Senate Bylaw read?

Mr. Shulman quoted from the Senate Bylaws, Article III. 3.3.c.: "Student representatives must be full-time students in good academic standing and not on disciplinary probation."

Mr. Schmaltz was concerned that the new amendment read "students in good standing". He did not think this referred to students not being eligible to vote if they were not in good standing. He understood this to mean that students needed to be "in good academic standing and not on disciplinary probation" in order to serve as senators.

Mr. Shulman said he talked with Dr. Quane and that this would be understood.

Mr. Ferry said a student could vote in the elections as long as they possessed a valid Illinois State University I.D. Anyone could vote, whether on probation or in poor academic standing. This implies that a student on academic or disciplinary probation would not be permitted to vote.

Mr. Schmaltz recalled that the Senate Bylaw said a student must be in good standing to be a member of the Senate, not to vote in Senate elections.

Mr. Shulman read from page 11 of the Senate Bylaws: "3.3. (f) Constituencies: Voter eligibility shall be that prescribed by the Constitution, Article V, Section 1B." The constitution defines "Students -- Any person admitted to the University who is currently enrolled for University academic credit shall be defined as a student."

Mr. Prachar said there would be no practical way of determining what students would be available to vote. Perhaps a list would be published listing those ineligible to vote. He thought it inappropriate to release this type of information to other students. As it is now, a student with a valid I.D. can vote.

Mr. Spence thought this seemed to be infeasible. Mr. Shulman said the Committee would consider a friendly amendment. Mr. Schmaltz said the Rules Committee should reconsider the wording; because it would have to be worded so that the ruling could be enforced.

Academic Calendars (1987-1991)

Mr. Nelsen of the Administrative Affairs Committee said that senators had been presented with a set of calendars for 1987-1991. In addition, a blue sheet for 1989-1990 had been distributed this evening. This sheet had a correction for Thanksgiving Vacation. These calendars were developed by the Administrative Affairs Committee during the past year. The guidelines have been included for reference data for reviewing the calendars.

Mr. Lesch was concerned about the varying times that grades were due: sometimes at noon, sometimes at 9:00 a.m., sometimes at 5:00 p.m.

Mr. Nelsen stated that in the Fall semesters the committee tried to get the date as close to the winter shutdown as they could; and that meant a 12 noon due date for grades. This meant there would be an opportunity to round up the missing grades before the shutdown began. In the Spring semester they had tried to allow more flexibility. However, in 1988 they were backed up against the 15th of May deadline which is at the end of the contract for faculty members. That time was as far as they could go into the Spring semester and still be on contract. Informally, it has been indicated that grades could come in later; but it would be inappropriate to publish a date that goes beyond the contract time.

Mr. Lesch urged the committee to reconsider and bring the times into conformity

Mr. Nelsen said this could be done, but in the Spring semester it would remove approximately one-half day from the calendar. Difficulties might arise in the semesters that end on the 15th of the month. We could not go until the 16th; and would have to remove one-half day from the expectations of grades. We could change all the times to 5:00 p.m. The time could be published as noon on the 1990 calendar; but it would be to the advantage of the faculty to go to 5:00 p.m.

Mr. Moran was concerned about Guideline #6: "Instructional activities may be scheduled to compensate for the loss of teaching time during the Martin Luther King Day, Memorial Day and July 4 breaks." He asked that this be defined; when can these activities be rescheduled.

Mr. Nelsen stated that the Guidelines had been adopted by the Senate last October, and the University is officially closed on those dates.

Mr. Moran asked if Guideline #6 allows for a professor to schedule classes on an official school holiday where the University is shut down.

Mr. Nelsen suggested that the appropriate office to contact on this would be the Provost Office. The University is officially closed on those days.

Mr. Zeidenstein asked about the "\* All Monday night only classes will meet for 160 minutes." statement at the bottom of each calendar. What did the asterisk refer to?

Mr. Nelsen said this was a word processing error--There are 15 Monday night classes on those days. The asterisk refers to all Monday night classes with only fourteen meeting days.



Mr. Shulman did not understand the double asterisk on the memorandum.  
"\*\*\* T/R classes in Fall semester have one extra meeting."

Mr. Nelsen said this referred to the three fall semesters indicated where one extra Thursday meeting will be held. The most intelligible way to convey this message was to say: "\*\*\*T/R classes in Fall semester have one extra meeting."

Mr. Spence asked to be reminded about the effective date of faculty contracts -- is it August 15th? He presumed that in the 1987 Fall Semester Calendar, the registration date on August 15 would have no mandated faculty involvement in registration on that day.

Mr. Nelsen replied that there would be no mandated faculty involvement.

Mr. Lesch asked if the faculty contract amount of days would change.

Mr. Nelsen said the faculty contracts stay the same.

#### Committee Reports

Academic Affairs Committee - Ms. Balbach had no report.

Administrative Affairs Committee - Mr. Nelsen reported that the Administrative Affairs Committee is continuing to examine the "Evaluation of Administrators". One question has been answered by the URC and the committee is awaiting the answer to another question.

Budget Committee - Mr. Sessions had no report.

Faculty Affairs Committee - Mr. Spence had no report.

Rules Committee - Mr. Shulman announced a meeting after Senate adjournment.

Student Affairs Committee - Ms. Wertheimer had no report.

#### Communications

Mr. Moran addressed a question to the Provost. He would like to see if we could get some understanding on Calendar Guideline #6, as to what the ruling is on whether or not faculty members are allowed to schedule classes on the official school holidays. Also, whether or not faculty can schedule classes during the one-week Spring break. One of his classes, an extension class at ICC (tuition paid to ISU) will meet during Spring break, and also met on the Martin Luther King holiday.

Mr. Strand said he was not present during the fall when the guidelines were passed. He would confer with Jeff Chinn in his office about this situation. There are problems with off-campus classes, that do not occur with regular classes.

Mr. Thiel asked Mr. Harden if the costs for energy savings on the Library could be made available. Mr. Harden said this would be possible.

Mr. Nelsen announced that Jeff Chinn had announced a meeting of the winter shutdown committee on March 7 at 2:30 p.m. in Hovey 301 to try to address the problems of closing facilities during breaks.

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Mr. Thiel moved to adjourn (Second, Powell). Motion carried on a voice vote. Academic Senate meeting adjourned at 9:15 p.m.

FOR THE ACADEMIC SENATE  
JAMES T. PARR, SECRETARY

Volume No. XVII      No. 11

[illegible]

# FINANCIAL EXIGENCY APPEAL PROCEDURES

## ILLINOIS STATE UNIVERSITY

### AD HOC COMMITTEE REVISION

(APPROVED BY THE ACADEMIC SENATE 2/26/86)

#### I. Right to Hearing

An employee who has been notified that he/she is being placed on layoff status or has been terminated because of financial exigency shall be entitled to have his/her case reviewed by the University's Financial Exigency Review Committee (FERC).

#### II. Provision of Notice

An employee seeking a review of his/her layoff or termination decision must file a written request for a hearing with the Vice President and Provost within fifteen working days after receipt of notification of layoff or termination. The FERC Chairperson should also receive a copy of the written request.

#### III. Form of Notice

An employee making a request for a review hearing shall clearly set forth the basis upon which the request is made. The FERC Chairperson shall be available to the employee for consultation about hearing procedural matters only.

#### IV. Right to Advisor

An employee shall be entitled to the assistance of an advisor who may participate at any hearing. The employee's advisor shall not be a licensed attorney.

#### V. Financial Exigency Review Committee

A. The Financial Exigency Review Committee shall consist of thirteen members determined in the following manner:

1. Six tenured faculty members recommended by the Academic Senate;
2. Two members recommended by the Administrative/Professional Council;
3. Two members recommended by the Civil Service Council;
4. Two students, one of whom shall be the Illinois State University Student Regents; the other President of the Student Body Board of Directors, or their appointed designees;
5. One member selected by the President;
6. The Committee shall elect its Chairperson from the Committee's membership;
7. Each governance group shall be responsible for determining that its appointees are willing and eligible to serve.

8. No individual may serve who has served on the Financial Exigency Committee within the past five years, or who has been designated for layoff or termination status.
  9. No committee member shall serve on a hearing panel with jurisdiction over a case involving a member of his/her department or fiscal unit.
- B. The purview of the committee shall be limited to questions on whether or not the established financial exigency criteria and procedures were properly applied in the case of the affected employee(s). The committee shall not review the decision to declare a financial exigency or the decisions of what university fiscal units were negatively affected by reductions in financial or programmatic support.
- C. Rules which will govern hearing procedures shall be adopted by a majority vote of the Committee. However, hearing procedure rules shall not preclude the presence of licensed attorneys as non-participating observers who may be conferred with during recesses.
- D. The chairperson of the committee shall:
1. Schedule meetings of the committee;
  2. Preside over committee meetings;
  3. Establish two-member hearing panels from the twelve members of the committee (the chairperson shall not serve on a hearing panel) and circulate the report(s) of the panel to the entire committee;
  4. Prepare a written report summarizing the committee's actions or Hearing Panel's recommendations as required by Section V.F.;
  5. Request that the President enlarge the committee if indicated by the workload. The President shall enlarge the committee in multiples of six following the procedures stated in Section V.A. 1-4 and 8 of this document;
  6. Discharge any duties assigned by the Financial Exigency Review Committee.
- E. Structure of the Hearing Panel
1. The hearing panel shall have at least one member of the same employment classification (administrative/professional, civil service, or faculty) as the employee.
  2. Both the employee and the University may exercise one pre-emptory challenge of the appointment of members of the hearing panel.
- F. The two-person hearing panels shall be responsible for performing the following duties in a timely manner:
1. Conduct hearings at which the employee shall have opportunity to call witnesses and present arguments with respect to the manner in which the financial exigency criteria and procedures were applied in his/her case.
  2. Gather documents related to each appeal and send these, along with a report of the hearing and the panel's recommendations, to the chairperson of the committee.
  3. Should the two members of the hearing panel disagree with one another concerning the recommendation to the full committee, each hearing panel member shall file a separate report with supporting documentation.
- G. The entire Committee shall meet to discuss and vote on the appeal within (20) working days after the Chairperson receives the materials specified in Section V.E. 2-3. The Chairperson shall then, within ten working days, submit a copy of the committee's recommendations, along with the panel's report, to:
1. The employee;
  2. The President for review and action.